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ABSTRACT

This book highlights information from a project that focused on where and how content-based English-as-a-Second-Language (ESL) instruction has been implemented in pre-K through Grade 12 classrooms in public schools across the United States. A database was constructed of 3,000 public schools that have content-ESL programs. Descriptions of the programs were obtained through two questionnaires, by telephone, and from 2-day site visits conducted at 20 schools. The book is based primarily on the field reports of the 20 site visits but contains, in addition, highlights of the survey. It is for educators interested in learning more about content-ESL programs in other schools and provides information on designing a program, implementing or modifying a program, or sustaining an existing program. Part 1 describes the students who were observed and interviewed for the study; actions taken to meet federal, state, and district-level mandates; in-take, placement, and exit procedures; program designs; and curricula used at the school sites. Part 2 observes how teachers make content and language modifications and use a variety of resources to help students acquire academic concepts. The use of native languages and cultures in instruction and the assessment tools used to measure students' content achievement and English proficiency are discussed. Part 3 looks at what the site schools are doing in the way of professional development and community involvement. (Contains 54 references.) (VWL)

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Content–ESL Across the USA

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Preface

Purpose of the Study

A 1993 independent survey of grade K-12 public school enrollments indicated that the number of students who have limited proficiency in English increased 68.6% between the academic years of 1985-86 and 1991-92. In 1985-86, the number was 1,497,051; in 1991-92, it was 3,524,592 students--an increase of 2,027,541. During this same period, 12 states reported an increase of 100% or more in the enrollment of students with limited English proficiency (LEP) (W-B Olsen, 1994).

Clearly, these demographic changes have profound implications for educators. As they encounter classrooms that are increasingly multiethnic, multiracial, and multilingual, teachers and administrators are faced with the challenge of meeting the needs of students who differ widely in their expectations of schooling, their view of the roles of teacher and student, their prior schooling experiences, and their learning style preferences. These students are often termed "at risk" because they tend to have low achievement rates, lack skills in English, and drop out before high school graduation in large numbers (Carter & Wilson, 1992).

Since the 1980s, many educators have recommended integrating English language instruction with academic content instruction to develop language minority students' academic language proficiency and to improve their access to subject matter (Crandall, 1987; Mohan, 1986; Short, 1991). While information about the effectiveness of an integrated language and content approach was finding its way into the literature on language minority student education, no systematic documentation of program goals and their implementation, philosophies, objectives, and methodologies had been undertaken. Similarly lacking were rigorous attempts to identify the range of practices used in programs that integrate language and content instruction or to identify the most appropriate or effective practices in various situations.

In 1991, the U.S. Department of Education, through its Office of Bilingual Education and Minority Languages Affairs (OBEMLA), contracted with the Center for Applied Linguistics (CAL) to conduct ". . . a descriptive analysis of the nature and scope of content-ESL classroom practices for LEP students, which are components of transitional bilingual education, pull-out, immersion programs, or other programs supported with Title VII and/or local funds." In other words, our mandate was to paint a vivid picture of *where* and *how* content-ESL has been implemented in pre-K through Grade 12 classrooms in public schools across the United States.

A visual representation of the integration of language and content areas appears on page 38.

Content-ESL instruction refers to classes in which the integration of ESL and subject matter (content) learning takes place. These classes may merely make content instruction in English more comprehensible, or they may aim at systematic integration. They may be taught by ESL and/or content teachers with or without the use of a student's primary (home) language. Administratively, they may form part of a larger structure, such as a bilingual or ESL program, or operate autonomously.

To accomplish this goal, we constructed a database of 3,000 public schools in the United States that have content-ESL programs. Descriptions of these programs were obtained through a series of surveys conducted via two questionnaires and by telephone. To obtain more detailed information, two-day site visits were conducted at 20 schools selected to reflect the characteristics of the larger sample. On each of those visits, a team of two researchers collected information about the prominent features of the program through interviews with a variety of participants and classroom observations.

This book is based primarily on the field reports of the 20 site visits but contains highlights of the surveys. This book is for educators who are interested in finding out more about content-ESL programs in other schools and provides information on designing a program, implementing or modifying a program, or sustaining an existing program.

Part One: Starting the Program

This section provides a description of the students who were observed and interviewed for the study; actions taken to meet federal, state, and district-level mandates; in-take, placement, and exit procedures; program designs; and curricula used at the 20 school sites.

Part Two: Implementing the Program

The second section observes how teachers make content and language modifications and use a variety of resources such as graphic organizers, visual aids, or objects from the real world to help their students acquire academic concepts. How students' native languages are used in providing content-based instruction, how schools and teachers celebrate the richness of students' cultural and linguistic diversity, and what assessment tools are used to measure students' content achievement and English language proficiency are also discussed.

Part Three: Sustaining the Program

This section centers on what the 20 schools are doing in the way of professional development and community involvement.

School	*Designation*
High Schools	
Highland High School, Albuquerque, New Mexico	Highland HS
The International High School at LaGuardia Community College, Long Island, New York	International HS
McNary High School, Keizer, Oregon	McNary HS
Montgomery Blair High School, Silver Spring, Maryland	Blair HS
Northeast Law/Public Service Military Magnet High School, Kansas City, Missouri	Northeast HS
Pittsburg High School, Pittsburg, California	Pittsburg HS
West Charlotte High School, Charlotte, North Carolina	Charlotte HS
Middle Schools	
16th Street Middle School, St. Petersburg, Florida	16th Street MS
Benjamin Franklin Middle School, San Francisco, California	Franklin MS
Washington Middle School, Yakima, Washington	Washington MS
Woodrow Wilson Middle School, Dorchester, Massachusetts	Wilson MS
Elementary Schools	
Gabe P. Allen Elementary School, Dallas, Texas	Allen ES
Hazeltine Avenue Elementary School, Van Nuys, California	Hazeltine ES
J. C. Kelly Elementary School, Hidalgo, Texas	Kelly ES
Martin Luther King, Jr. Elementary School, Urbana, Illinois	King ES
Lincoln Elementary School, Wausau, Wisconsin	Lincoln ES
Loneman Community School, Oglala, South Dakota	Loneman ES
Tuba City Primary School, Tuba City, Arizona	Tuba PS
White Elementary School, Detroit, Michigan	White ES
Yung Wing Elementary School PS # 124, New York, New York	PS 124 ES

Each chapter addresses a topic of interest in the study. Accompanying each discussion is a summary of the most interesting and relevant findings from the two surveys and the 20 school site visits. These findings are presented through summaries, charts, and comments. Unedited samples of student work and comments by teachers and parents are also included. We describe assessment and instructional activities and reproduce actual sample materials.

Throughout this guide, data collected via the two sets of questionnaires will be referred to as "survey" data. Information collected from the 20 schools will be referred to as "site school" data.

To simplify discussion, ESL will be used to refer to both English as a second language and English for speakers of other languages (ESOL). So too, the first time a site school is mentioned in a chapter, its complete name and location are used. Subsequent references to this school will use a shorter name. A complete list of the 20 school by their locations, and their designations follows.

It is important to keep in mind that this study was designed to examine *effective* rather than *exemplary* programs. Furthermore, the findings were drawn in large part from self-reported data and from a database that contained substantially more elementary programs than secondary programs. While the school visits were intense, they were brief. Consequently, the findings must be interpreted with these caveats in mind.

Acknowledgments

We are indebted to the hundreds of people who helped us get this information. Primarily, we thank the teachers, administrators, students, school board members, and parents who so graciously gave us time for interviews. We also thank those teachers and instructional aides who allowed us to observe their classes and provided us with additional information about their instructional activities, as well as the students who offered us copies of their work.

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Introduction

Content-ESL is a blanket term used to denote a wide variety of instructional programs for students with limited proficiency in English in which academic content—math, science, social studies, and so forth—and language instruction in English are integrated. The goal is to improve language minority students' academic achievement and language proficiency simultaneously. This instruction may be provided by ESL teachers, regular classroom teachers, or teachers of academic content areas.

Content-ESL lessons often have both content and language objectives. In the language classroom, the teacher uses academic texts, tasks, and skills for teaching ESL, often in thematic units. This instruction is frequently referred to as content-based ESL . In the content classroom, the content teacher adjusts the language of texts, tasks, and presentation to make instruction accessible. Such instruction is often referred to as sheltered instruction or language-sensitive content instruction.

Precursors to integrated language and content instruction include English for specific purposes (ESP), adult vocational ESL (VESL), and workplace literacy programs (Crandall, 1993). In ESP, the goal is to help students learn the language associated with such specific areas as science, business, medicine, and law, and learning the language is auxiliary to an emphasis on content (Widdowson, 1983). In VESL, the focus of instruction is the oral and written language demands associated with skilled or semi-skilled jobs (Crandall, 1979).

Interest in language in education, of course, extends beyond the content-ESL classroom. Educators from various disciplines have argued for attention to language across the curriculum through such initiatives as "reading across the curriculum" and "writing across the curriculum" as reported in any of a number of professional journals. Math and science educators' professional associations are paying increased attention to research that describes the forms and expressions germane to their disciplines and their distinct language registers, which may act as language barriers to understanding and achievement for LEP students in these subjects (Crandall, 1987). Specifically, the *Curriculum and Evaluation Standards for School Mathematics* (1989) states:

> Students whose primary language is not the language of instruction have unique needs. Specially designed activities and teaching strategies (developed and implemented with the assistance of language specialists) should be incorporated into the high school mathematics program so that all students have the opportunity to develop their mathematics potential regardless of a lack of proficiency in the language of mathematics. (p. 142)

Many educators and policymakers recommend integrated language and content instruction as the most effective way to develop such students' academic language proficiency and to improve their access to the subject matter. In such programs, teachers offer students opportunities to use language in relevant and meaningful contexts through student-centered techniques and activities such as demonstrations and discovery learning. Frequently, such teachers rely on cooperative learning activities, in which more proficient students collaborate with those who are less able and, together they reach a common outcome.

Both content area and ESL/bilingual (language) teachers recognize that, in order for language minority students to be successful academically, teachers must offer instruction that is sensitive to their students' language development levels and present information in a comprehensible manner. As Mohan has written, "Because it sees language as a major medium of learning, ILC (integrated language and content) aims beyond second language learning to learning language for academic purposes, and beyond language learning to content learning" (1990, p. 6). Thus, content-ESL has a larger purpose than simple language acquisition and more ambitious aims than simple mastery of the language.

PART ONE:
STARTING THE PROGRAM

Chapter One:
The Students and the Programs

"I'm a Parrot, They Are Crows"

I'm a parrot, they are crows;
I'm a bird, they are birds;
I'm a parrot, lost in crow land;
I'm the very strange bird to them;
I'm strange because of my feathers, my
colors, my eyes, and my beak;
But it doesn't mean my heart is different;
I have gotten teased, stared at, and picked
on just because I'm a strange parrot;
So, is it worth it to be a parrot in this crow
land?
I'm a parrot, they are crows;
But we are all birds.

Hanh Hoang
Anthology of Student Writing, Vol. IX, 1992-93.
Pittsburg High School
Pittsburg, California

In this chapter, the students who make up content-ESL programs and of seven of the more prevalent instructional program types used in U.S. schools are described.

Students

Students in content-ESL classes come from countries all over the world and speak more than 170 languages. They live in all parts of the United States and participate in content-ESL programs at all grade levels. Schools in every region of the country were visited, including six schools in the Southwest, three in the South, four in the Northeast, four in the Middle West, and three in the Northwest. A total of 86 students were interviewed: 33 elementary, 15 middle school, and 38 high school. The majority were from Central and Latin American countries.

Countries of Origin

Content-ESL students come from many countries. The largest numbers come from Mexico, Vietnam, the Peoples' Republic of China, and Laos. The fifth largest group consists of U.S.-born students who come from homes where English is rarely spoken. In fact, Native Americans and children whose parents are immigrants constitute "half of the people in the United States, aged 5 and older, who speak languages other than English in their homes" (Waggoner, 1993).

Dangerous Routes Zone

This story is about my life. I was from Vietnam. It was hard for me to leave my country and all my best friends. I had to leave my country because of the communists. First I came to America by boat. It took 2 days and 3 nights on the boat. The bad things on the ocean was the waves made me dizzy, and there was not enough food and drink for everyone in the boat. When I reached the Philippines I stayed there about 2 weeks. I went to school every morning, 9 until 11. The English class I took was Level One. The teacher was really nice and kind to me because I was trying hard in her class. The food in school tasted nasty. The city was a beautiful place with many neon lights around the city. It was really fun to live there. The sports that Asians liked to play were soccer, volleyball, and swimming in a river near the apartment neighborhood. Every night they showed a lot of good movies (ghost movies and funny movies). Two weeks later my family came to America. We went by airplane. After that I started to school to learn English. Now, a few years later, my pronunciation is getting better. I have lived here about nine years.

Young Dang, **The ESLIBERTY**, December 1992
West Charlotte High School, Charlotte, NC

The students at the site schools reflected this larger demographic picture. Table I displays the ethno-geographic origins Of student interviewees' families. In all, 23 countries were represented.

Table I: Ethno-geographic Origins of Student Interviewees Families

Region	Percent	Number
Latin America	35%	30
Southeast Asia	33%	28
Native Americans	13%	12
Caribbean	7%	6
Eastern/Western Europe	6%	5
Middle East	6%	5

Native Languages

Students in content-ESL classes speak 175 different languages. After Spanish, the next most frequently spoken native languages are Vietnamese, Chinese, and Korean, respectively. Students at the 20 site schools spoke 24 different languages, with Spanish spoken by most students, followed by Vietnamese. Most students reported that only one language was spoken at home. In other instances, however, students reported that two or more languages were spoken at home, sometimes with both parents speaking different native languages. Of these, there were 14 combinations of languages (e.g., Urdu and Chinese, Cambodian and Vietnamese). One student reported that her family spoke four languages at home: Spanish, English, Hopi, and Navajo.

Socio-economic Status

The majority of programs surveyed serve students from low-income homes. Only 5% said their students come primarily from moderate- to high-income homes, while 30% said that their students come from low- to moderate-income homes. Data from the 20 site visits were consistent with this over-all picture: seven said they served families of low moderate and low income and 13 families of low income.

Length of Residence in the United States

The surveys did not ask about the length of time students had lived in the United States. However, the site data suggest that the students of elementary age had lived in the United States longer than the older students. A sizeable number of the elementary students had lived in the United States for eight years, which in many cases meant all of their lives. A large percentage of middle school students had only lived in the United States for three years, while almost half of the high school students had lived in the United States for three years or less.

Prior Schooling Experience

The surveys revealed that almost half of the programs serve students who have had continuous schooling in the United States. Similarly, interview data suggest that almost all of the site school students had had prior schooling experiences, whether in their home countries, in the United States, or in both.

Experiences with Learning and Using English

During the site visit interviews, students were asked about their experiences with learning and using English. The majority of students revealed that they had learned English by attending school in the United States, watching TV, and listening to the radio. Only a small number reported having learned some English in schools in their home countries.

Students from all three school levels reported activities outside of school that had helped them learn English. Table II displays these activities from the most to least frequently reported.

Table II: Activities Students Used to Learn English

- Watching TV
- Listening to the radio
- Talking with friends and relatives
- Watching videos
- Going to the movies
- Reading books, magazines, and newspapers
- Using a dictionary
- Writing at home
- Studying conversation books
- Attending summer school
- Listening to songs
- Participating in internships or after school jobs

Almost all students said they use English when speaking with their siblings, friends, classmates, and teachers--in fact, with almost everyone--and that they feel comfortable speaking English almost anywhere. If elementary school and middle school students feel uncomfortable speaking English at all, it is with their immediate family members and relatives; high school students, on the other hand, feel uncomfortable using English when talking with family members, strangers, and older people who are native born or completely assimilated.

Programs

Program Models

Several program models have been designed to meet these students' needs. Two issues influence these designs: the role of the native language and the means by which students are engaged in academic learning while they acquire English skills. Schools in which a large number of students speak the same native language tend to select a bilingual model, particularly if the school serves elementary-age students and has a steady flow of such students. Schools in which students speak many different native languages tend to select some type of English as a second language model.

(For more details about program models and how they are played out in schools, see Chapter Four: *Choosing a Program Model*).

Grade Levels

Most survey respondents reported offering content-ESL classes in Grades 1, 2, and 3. About half reported classes in Grades 4 and 5, and nearly half reported classes at the kindergarten level. Fewer than half reported classes at the pre-K level or in Grades 6-12. These findings reflect the configuration of data in the database, in which over half of the schools are primary and elementary. Site schools were selected to reflect this same distribution: nine elementary schools, of which more than half offered programs at the pre-K through Grade 3 levels, four middle schools, and seven high schools.

Location

The largest number of content-ESL programs were found in the Southwestern section of the country; the second largest number was in the South. The Northeast and Middle West had more programs than the Northwest, which had the fewest. Table III displays the number of programs in each region.

Table III. The Number of Programs from the States in Each Region

Northeast		
	Connecticut	19
	Delaware	8
	Dist. of Columbia	13
	Maine	22
	Maryland	22
	Massachusetts	31
	New Hampshire	8
	New Jersey	24
	New York	103
	Pennsylvania	10
	Rhode Island	8
	Vermont	4
Southwest		
	Arizona	66
	California	358
	Colorado	38
	Hawaii	8
	Nevada	12
	New Mexico	48
	Utah	5
Middle West		
	Illinois	49
	Indiana	1
	Iowa	19
	Kansas	10
	Michigan	59
	Minnesota	24
	Missouri	5
	Nebraska	26
	Ohio	28
	Wisconsin	48
South		
	Alabama	5
	Arkansas	12
	Florida	108
	Georgia	41
	Kentucky	8
	Louisiana	12
	Mississippi	3
	North Carolina	9
	Oklahoma	62
	Puerto Rico	3
	South Carolina	4
	Texas	93
	Tennessee	3
	Virgin Islands	8
	Virginia	22
	West Virginia	3
Northwest		
	Alaska	11
	Idaho	7
	Montana	20
	North Dakota	22
	Oregon	51
	South Dakota	11
	Washington	31
	Wyoming	2

Use of Students' Native Languages

Almost half of all the survey respondents reported that they use students' native languages for instruction in their content-ESL classes. In most classes, they are used for one fourth of class time or less. Only a few reported that the students' native languages are used more than half of class time.

Table IV: Programs, Grade Levels, Languages Spoken by Most Students in the Program, Native Language(s) Used for Instruction and Percentage of Class Time in the 20 Site Schools

ELEMENTARY SCHOOL

Schools	Program(s) Offered	Grades	Language(s) Spoken by Most Students in the Program	Native Language(s) Used for Instruction and Percentage of Class Time
Gabe P. Allen Dallas, TX	transitional bilingual; sheltered English; content-based ESL; language-sensitive content instruction	pre-K-3	Spanish 90%	Spanish 51% or more
Hazeltine Van Nuys, CA	transitional bilingual; maintenance bilingual; two-way bilingual; sheltered English; content-based ESL; language-sensitive content instruction	pre-K-6	Spanish 70%	Spanish 26%- 50 %
J.C. Kelly Hidalgo, TX	transitional bilingual; language-sensitive content instruction	pre-K-5	Spanish 100%	Spanish 26 - 50 %
Martin Luther King, Jr. Urbana, IL	sheltered English; content-based ESL	K- 5	Chinese 30% Korean 30%	Chinese, French, Korean, Spanish, Vietnamese 25% or less
Lincoln Wausau, WI	transitional bilingual; content-based ESL	1 - 6	Hmong 90%	Hmong 25% or less
Loneman School Oglala, SD	maintenance bilingual	pre-K -8	Lakota 100%	Lakota 25% or less
Tuba City Primary Tuba City, AZ	maintenance bilingual; two-way bilingual; sheltered English; content-based ESL	pre-K -3	Navajo 80%	Navajo 51% or more
White Detroit, MI	transitional bilingual; two-way bilingual; content-based ESL	K - 5	Arabic 80%	Albanian, Arabic, Hmong 25% or less
Yung Wing New York, NY	transitional bilingual; maintenance bilingual; content-based ESL; language-sensitive content instruction	1 - 6	Chinese 100%	None

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Table IV, continued

MIDDLE SCHOOL

School	Program(s) Offered	Grades	Language(s) Spoken by Most Students in the Program	Native Language(s) Used for Instruction and Percentage of Class Time
Benjamin Franklin San Francisco, CA	transitional bilingual; sheltered English; content-based ESL	6 - 8	Chinese 70%	Chinese 25% or less
16th Street St. Petersburg, FL	content-based ESL	6 - 8	Spanish 20% Vietnamese 20% Lao 20% Cambodian 20%	None
Washington Yakima, WA	two-way bilingual; content-based ESL; language-sensitive content instruction	6 - 8	Spanish 60%	Spanish Lao 25% or less
Woodrow Wilson Dorchester, MA	transitional bilingual	6 - 8	Haitian Kreyol 50% Spanish 50%	None

Table IV, continued

HIGH SCHOOL

School	Program(s) Offered	Grades	Language(s) Spoken by Most Students in the Program	Native Language(s) Used for Instruction and Percentage of Class Time
Highland Albuquerque, NM	transitional bilingual; maintenance bilingual; sheltered English; content-based ESL language-sensitive content instruction	9 - 12	Spanish 40%	No information reported
International Long Island City, NY	content-based ESL	9 - 12	Spanish 30%	None
McNary Keizer, OR	transitional bilingual; sheltered English; content-based ESL	9 - 12	Spanish 90%	None
Montgomery Blair Silver Spring, MD	sheltered English; content-based ESL; language-sensitive content instruction	9 - 12	Spanish 50%	Spanish Vietnamese 25% or less
Northeast Law, Public Service and Military Kansas City, MO	transitional bilingual; content-based ESL	9 - 12	Vietnamese 60%	None
Pittsburg Pittsburg, CA	content-based ESL	10 - 12	Spanish 80%	Spanish 25% or less
West Charlotte Charlotte, NC	sheltered English; content-based ESL	10 - 12	Vietnamese 50%	None

Conclusion

As these data suggest, content-ESL programs are offered to a variety of students through a number of program models. They are found in schools at all grade levels, and their use is growing.

I am a person who likes freedom.
I wonder if the world will be free forever.
I hear the free acclaims of the people.
I want the world to be free.
I am a person who likes freedom.

I pretend I am an angel of freedom.
I feel the warmth and the peace of the world.
I touch the air, the water, the soil and all cells as representatives of freedom.
I worry about the restricted chain that will chain us up.
I cry for all the people that have no freedom.
I am a person who likes freedom.

I understand that freedom is my life.
I say that we are the free birds flying in the sky.
I dream that everyone will be free.
I try to bring freedom to the world.
I hope I can save the victims of restriction.
I am a person who likes freedom.

Alvin Z. Huo, Pittsburg High School
Pittsburg, California

Chapter Two:
Meeting the Mandates

> *Limited-English-proficient students should have access to the same socially enabling body of knowledge, skills, and ways of thinking about the world available from the academic core as English-speaking students receive.*
>
> Bill Honig
> State Superintendent
> of Instruction, California
> (*Bilingual Education Handbook*, 1990)

Many ESL or bilingual programs were instituted as a result of federal, state, and district mandates, while others were implemented in response to federal or lower court orders. The effects of these initiatives on programs in schools serving language minority students are discussed in this chapter.

Federal Mandates

Over the last 30 years, the federal government has taken action "to protect the rights of national origin minority students and those who are limited in their English proficiency" (Lyons, 1992, p. 1). In so doing, a large body of federal law has been developed that continues to evolve. With the enactment of the Civil Rights Act of 1964, discrimination on the basis of race, color, or national origin was banned. According to this act, all 50 states and the District of Columbia are mandated by the federal government to provide equal educational opportunities for all students of public school age (ages 5-17).

One landmark decision protecting the rights of language minority students was rendered in the early 1970s, when parents of Chinese ancestry charged the San Francisco School Board with depriving their children of equal educational benefits. This suit reached the Supreme Court in 1974 as *Lau v. Nichols* and resulted in two judgments: (1) equal education is more than just providing the same materials and personnel for language minority students that are provided for language majority students, and (2) discrimination on the basis of language was prohibited and would be monitored by the Office of Civil Rights.

Within weeks of the *Lau* decision, Congress passed the Equal Educational Opportunities Act of 1974 (EEOA). This act requires state and local education agencies to take whatever action is necessary to overcome the language barrier that language minority students face (Lyons, 1992).

In another Supreme Court case, *Plyler v. Doe* (1982), the question specifically addressed was the education rights of illegal and/or undocumented students. The Plyler Right of Access "provides all undocumented students, residing in any part of this country, with the same right of access to a public education for kindergarten through grade 12 that is provided under state and Federal law to all U.S. citizens and permanent resident students" (Lyons, 1988).

State Mandates

Because of the Civil Rights Act, the *Lau* and *Plyler* decisions, and other federal legislation, many states have enacted laws or developed policies regarding ESL and bilingual instruction. These policies establish priorities for language minority students, outline the types of services they should receive, and define program implementation. They also specify procedures for certifying teachers to work with these students and for obtaining funding for educational programs. Table V displays the states that have established educational policies for students who speak a language other than English.

Table V: States that Have Enacted Educational Policies for Students Who Speak a Language Other Than English

Bilingual, ESL Education	ESL Education
Alaska	Florida
California	Hawaii
Connecticut	Idaho
Delaware	Indiana
Illinois	New Hampshire
Iowa	Virginia
Louisiana	
Massachusetts	
Michigan	
Minnesota	
New Jersey	In Nevada and the District of Columbia, legislation is under development.
New York	
Rhode Island	
Texas	
Washington	
Wisconsin	(Fleischman & Hopstock, 1994)

Highland High School in Albuquerque, New Mexico, offers one example of how schools comply with state mandates for bilingual education. The school started sheltered instruction during the 1970s in response to increased enrollment. More recently, in order to comply with New Mexico's mandate for bilingual education, it has offered its Spanish-speaking students courses in Spanish language arts and U.S. history in Spanish. It also provides its Navajo students with a literature course that includes Navajo stories and poetry along with traditional English and American literature. Because the student population is multicultural (Latino, Southeast Asian, and Native American), the school has many sheltered content courses in a variety of subject areas including math, science, social studies, health, and typing. Overall, the goal is to provide the same educational experience for ESL students that the mainstream students receive.

State of New Mexico

Programs of Bilingual Multicultural Education

Program Definition

For state approval purposes a bilingual program is one which uses two languages as media of instruction for any part or all of the curriculum of the grade level or levels.

Basic Student Eligibility

Students who are culturally and linguistically different with a documented need for the types of services being provided.

Bilingual instruction should be designed for monolingual speakers of another language, partial English speakers, and bilingual students whose cognitive and affective development can best be served by such a program.

Program Design

Bilingual programs must be designed to meet the educational needs of identified students. The needs translate into program goals and objectives. In any orientation used for bilingual programs, the concern must be the basic education of children as prescribed by the *Educational Standards for New Mexico Schools.*

District Policies

In addition to federal and state legislation regarding ESL and bilingual education, local school districts have defined policies for their schools to accommodate their ESL student populations. Four of the 20 site schools, for example, cited district-level regulations as the impetus for their programs.

The program at McNary High School in Keizer, Oregon, offers one example of how district policies lead to the formation of a school program. The district is committed to multiculturalism, and the school's instructional program is designed to assure that students will acquire English language proficiency and be able to compete academically. McNary HS is an ESL magnet school and at the time of our visit housed an ESL newcomer program. The district has plans to expand the program to another high school, as well.

Court Decisions

Court decisions also influence educational policies regarding ESL students. These rulings may often require a school to change its policies governing teacher preparation or student classification.

> "All students with limited English proficiency (L.E.P.) must be appropriately identified in order to ensure the provision of appropriate services. The terms limited English proficiency and limited English proficient, when used with reference to an individual mean:
>
> a. individuals who were not born in the United States and whose native language is a language other than English; or
>
> b. individuals who come from home environments where a language other than English is spoken in the home; or
>
> c. individuals who are American Indian or Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and
>
> d. individuals who, by reason thereof, have sufficient difficulty speaking, reading, writing, or listening to the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English."
>
> **Agreement English for Speakers of Other Languages (ESOL), Florida Department of Education, Tallahassee, Florida, September 1990.**

An example is Florida's consent decree. In 1990, the state of Florida came under a court order to provide comprehensible instruction to limited English proficient students. This order requires proper identification and assessment of LEP students; equal access to instructional programs that meet the students' levels of English proficiency, academic achievement, and special needs; equal access to other appropriate programs such as compensatory, early childhood, and vocational education, as well as drop-out prevention and other support services; certification and in-service training programs for instructors; monitoring procedures to ensure program compliance, equal access, and program effectiveness; and outcome measures to ensure that programs comply with Federal and State requirements.

This decision had an immediate impact on schools state-wide and required administrators and teachers to take action. As of September 15, 1990, teachers assigned LEP students had to complete 60 in-service hours or three hours of college credit courses in ESL methods. To meet this demand, each district developed and implemented an in-service training program.

At 16th Street Middle School in St. Petersburg, Florida, programs for LEP students had been in operation long before the consent decree went into effect. At the time of the site visit, all content teachers at 16th Street MS who had English language learners in their classes had completed or were in the process of completing the training requirements, as had many ESL teachers. The program director, who had been certified in the *Training Other Professionals* (TOPS) program had become a key trainer at this school and neighboring schools.

West Charlotte High School in Charlotte, North Carolina is another example. In the 1970s, the Charlotte-Mecklenberg School District was integrated under a court order. One way of redressing the racial imbalance at Charlotte HS, a school with a large African-American population, was to make it the ESL magnet school and count all the ESL students as white. In doing so, they acquired enough ESL students to offer a substantial number of content-based/sheltered courses and a variety of ESL support services (including an ESL counselor).

Responding to Students' Needs

In other cases, ESL programs have come about at the volition of a district administrator, a school administrator, teachers, parents, or via collaboration between an institution of higher education and the local school board.

The educational program at The International High School at LaGuardia Community College in Long Island City, New York, for example, was developed by LaGuardia Community College in collaboration with the New York City Public Schools. The school offers an alternative high school program tailored to the needs of newcomer language minority students leading to a regular high school diploma. Specially designed courses provide students sheltered instruction while meeting state subject area curricular guidelines.

In 1985, The International High School was conceived out of the need to serve the growing local population of immigrants. It was founded on these principles:

- Adolescents learn best from each other. Cooperative learning arrangements should be the central instructional technique.
- Collaborative, interdisciplinary instruction should be encouraged.
- First language ability should be regarded as an asset, and encouraged.
- There should be multiple learning sites in addition to classrooms; cooperative education, to test out career options, is an important part of learning to live in America.
- ESL should be taught in the context of content courses.

Terrill H. Bush, Associate Director of the Center of At-Risk Students at LaGuardia Community College

Conclusion

Federal and state mandates have had a positive impact on educational decisions regarding language minority students. As a result, language minority students are afforded instruction that nurtures their achievement in content and development in English.

Chapter Three: Selecting In-take, Placement, and Exit Procedures

Schools that serve language minority students are familiar with diversity. Their students vary not only in terms of ethnic and language backgrounds, but also in the extent to which they use their native languages with family members at home, with people in the community, and with their friends. Students also differ in oral proficiency and literacy skills in both their native languages and English. Moreover, they bring a diverse set of schooling experiences and educational expectations to bear on the educational process. As a result of this diversity, screening is a critical part of any program involving language minority students, and it has three purposes.

1) **Identification**--to identify students whose native language is a language other than English and to determine their levels of proficiency in English.

2) **Placement** (commonly referred to as "in-take procedures")--to determine the following:

- the type of language instruction students need--ESL, bilingual, or mainstream;
- the level of content instruction they should receive;
- the level of English instruction at which they should be placed--beginning, intermediate, or advanced; and
- the kinds of instructional support they need (e.g., native language instruction, counseling, translation).

3) **Exit**--to determine when students may exit from the program into classrooms in which content instruction is provided in English.

In 79% of the content-ESL programs surveyed, English proficiency is not required for admission to the program. (This may be because two-thirds of the programs in the database are bilingual.) Discussion of student identification, placement, and exit is based on data collected at the 20 site schools.

Student Identification

In almost half of the 20 schools visited, home language surveys are used to identify students who speak a language other than English at home. Some of these surveys, often in English and one or more other languages, inquire only if another language is spoken at home. Others include items about topics such as parental literacy in the native language and in English, the educational levels of family members, and the need for a translator at school conferences. A sample survey appears on pages 19-20.

HOME LANGUAGE SURVEY

☐☐☐☐	☐☐☐☐☐☐☐☐☐☐☐☐☐	☐☐☐☐☐☐☐☐
SCHOOL CODE	(NAME) LAST NAME FIRST PLEASE PRINT	ID# - IF NO ID# IS AVAILABLE GIVE BIRTH DATE IN PENCIL

SCHOOLS MUST COMPLETE THIS SECTION

Home Language Survey
White Elementary School
Detroit, Michigan

THE DETROIT PUBLIC SCHOOLS IS COLLECTING INFORMATION REGARDING THE LANGUAGE BACKGROUND OF EACH OF ITS STUDENTS. THIS INFORMATION WILL BE USED BY THE DISTRICT TO DETERMINE THE NUMBER OF CHILDREN WHO SHOULD BE PROVIDED BILINGUAL INSTRUCTION ACCORDING TO SECTIONS 380.1151 - 380.1158 OF THE SCHOOLS CODE OF 1976, MICHIGAN'S BILINGUAL EDUCATION LAW. WOULD YOU PLEASE HELP BY PROVIDING THE FOLLOWING INFORMATION?

1. DOES YOUR CHILD SPEAK A LANGUAGE OTHER THAN ENGLISH?

YES ☐ NO ☐ IF YES, WHAT IS THAT LANGUAGE? ______________________

2. DOES EITHER PARENT OR GUARDIAN SPEAK A LANGUAGE OTHER THAN ENGLISH IN THE HOME?

YES ☐ NO ☐ IF YES, WHAT IS THAT LANGUAGE? ______________________

PLEASE PRINT THE NAME OF THE LANGUAGE, NOT THE COUNTRY OR NATIONALITY

THANK YOU VERY MUCH FOR YOUR COOPERATION.

______________________ SIGNATURE OF PARENT OR GUARDIAN

______________________ ADDRESS

__________ DATE

PLEASE HAVE YOUR CHILD RETURN THE SIGNED FORM TO HIS/HER TEACHER AS SOON AS POSSIBLE.

8-85

ARABIC

ان مدارس ديترويت العامة بصدد جمع معلومات عن لغة الطلبة الأم وهذه المعلومات ضرورية لتحديد عدد الطلبة المؤهلين للألتحاق في البرنامج الثنائي اللغة إستناداً الى الفقرة (٣٨٠-١١٥١١) والفقرة (٣٨٠٠-١١٥٨) من انظمة المدارس لعام ١٩٧٦ والمتعلقة بقانون الولاية للتعليم الثنائي اللغة.
الرجاء اكمال هذه الوثيقة واعادتها الى المدرسة بأقرب فرصة.

١- هل يتكلم ولدكم/ابنتكم لغة غير اللغة الأنكليزية؟

☐ نعم
☐ لا

اذا كان الجواب نعم اذكر اسم اللغة ____________

٢- هل يتكلم اي من الوالدين او ولي امر الطالب لغة غير اللغة الأنكليزية؟

☐ نعم
☐ لا

اذا كان الجواب نعم اذكر اسم اللغة ____________

الرجاء كتابة اسم اللغة وليس اسم البلد او القومية التي تنتمون اليها

توقيع ولي امر الطالب ____________

العنوان ____________

التاريخ ____________

BEST COPY AVAILABLE

Student Placement

Because English proficiency is not required for participation in most of the content-ESL programs that were surveyed, information such as students' age, grade level, native language literacy, and/or content achievement is the basis for placing students. Some schools also refer to the students' recency of immigration as an indicator for placement, and other programs place them according to teacher judgment.

Level 1: No English Skills

Level 2: Receptive English Only - Students are able to understand simple English and say a few words, but they cannot communicate their thoughts and opinions.

Level 3: Survival English - Students are able to communicate ideas and feelings, but with difficulty, due to limited vocabulary. They can understand parts of the teaching lesson and follow simple directions. Reading and writing skills are just beginning.

Level 4: Intermediate English - Students understand and speak English with some degree of hesitancy. Reading and writing English is developing, but students are not at grade level.

Level 5: Nearly Proficient English - Students demonstrate a fairly high proficiency in understanding and speaking English. They still require assistance because [content area] achievement may not be at a level appropriate for grade or age.

Level 6: Proficient English - Students understand, speak, read, and write English proficiently and no longer qualify for any ESL assistance.

From Lincoln Elementary School,
Wausau, Wisconsin

In the 20 site schools, a wide variety of measures are used to identify students' English language proficiencies and their initial placements. Included in these measures are both informal instruments, such as oral interviews, and formal instruments, such as standardized tests.

Schools generally define several ESL placement levels. While these levels have different names in different schools, they typically delineate categories from low through intermediate to high proficiency (see box).

Informal Measures

One example of an informal placement measure is the district-made functional language assessment at King ES. This test is administered individually and includes sections involving three skill areas:

(1) *Comprehension of commands*

The student is given one- and two-step commands--for example, Please touch your nose; pick up the pencil, and put it under the paper.

(2) *Oral English production/repetition*

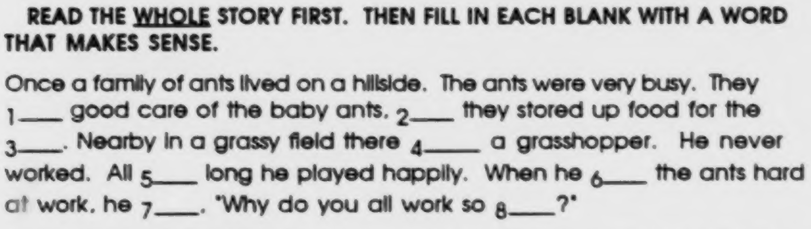
The student is asked to repeat sentences of varying complexity--for example, I watch television with my family every night; I asked him if he could play volleyball.

(3) *Oral comprehension/production*

The student is asked a series of questions and is expected to supply a response--for example, What will you do after school today; Look around the room: Name three things and tell me what they are used for.

The person who administers the functional language test records what students do and say and scores the responses accordingly.

Other informal measures of students' vocabulary and grammatical knowledge are used in other schools. For example, at Woodrow Wilson Middle School in Dorchester, Massachusetts, the *Boston Cloze Test* is used for these purposes.



READ THE WHOLE STORY FIRST. THEN FILL IN EACH BLANK WITH A WORD THAT MAKES SENSE.

Once a family of ants lived on a hillside. The ants were very busy. They 1____ good care of the baby ants. 2____ they stored up food for the 3____. Nearby in a grassy field there 4____ a grasshopper. He never worked. All 5____ long he played happily. When he 6____ the ants hard at work, he 7____. "Why do you all work so 8____?"

From *BPS Cloze Test Booklet*. Boston Public Schools, Boston, MA: undated.

An informal measure used at Washington Middle School in Yakima, Washington, is a reading and writing sample to assess reading comprehension, spelling, and punctuation accuracy.

Ann Johnson lives in Yakima. She works at a grocery store on 5th Avenue. Everyday she goes to work at 7:30 in the morning. She usually walks to work. Today she is taking the bus because it's raining. When she gets on the bus, she sees her friend, Gloria. Gloria is a student at the local college. She is studying computer programming. There is a movie in town they both want to see. They decide to go to the 8 o'clock show after work.

Answer these questions. Write complete sentences using correct punctuation. Example: Is it sunny today? No. It's raining.

1. Where does Ann live?

0 1 2

2. Where is Ann working?

0 1 2

from *E. S. L. Placement for 6th through 12th Grades*. Yakima Public Schools. Yakima School District Number 7. Yakima, Washington, August 1991.

At Pittsburg High School in Pittsburg, California, all entering students are asked to complete the *Hart Bill Test*. This test requires students to respond to a writing prompt in both Spanish and English. Students may respond in either language. The math, social studies, and ESL teachers evaluate the students' writing samples in terms of language content and mechanics. The attitudes and social skills of students entering from junior high school are also assessed.

Scoring System Description

0 = The student cannot answer the question at all, or the answer indicates that he/she does not understand the question.

1 = The student understands the question, but has made an error in the answer. (This includes spelling or expression.)

2 = The student gives a completely correct answer.

Formal Measures

Students who speak a language other than English at home may be screened for placement in ESL classes via any of a number of formal (standardized) tests.

While none of the site schools reported that they assess students' achievement in content areas prior to placing them in ESL programs (with the exception of secondary schools that review students' transcripts or other indicators of course completion), they do use placement measures to assess English language proficiency.

Among the nine elementary schools, six use standardized tests for initial placement purposes. The tests used include the following:

- *IDEA Oral Language Proficiency Test*
- *Language Assessment Scales (LAS)*
- *Pre-LAS*
- *National Achievement Test* (reading subtest)
- *Student Oral Language Observation Matrix (SOLOM)*
- *Peabody Picture Vocabulary Test.*

At the middle school level, the standardized tests used for placement purposes include the following three:

- *California Test of Basic Skills (CTBS)*
- *Language Assessment Scales (LAS)*
- *Secondary Level English Proficiency Test (SLEP).*

In four of the seven high schools that were visited, initial screening is performed at centers outside the school. Here, a multidimensional approach to assessment is often taken. For example, students' English proficiency may be assessed with one or more standardized tests, such as the following:

- *Structure Tests-English Language (STEL)*
- *P-rating*--An oral proficiency test based on that used by the Foreign Service Institute and used at West Charlotte High School in Charlotte, North Carolina.
- *Bahia Oral Language Test (BOLT)*
- *Minimum English Competencies (MEC)*--A test developed in Montgomery County, Maryland, and used at Montgomery Blair High School in Silver Spring, Maryland.
- *Language Assessment Scales (LAS)*
- *Test of Academic Proficiency (TAP)* (reading subtest)

One or more informal measures such as oral interviews, cloze tests, or writing samples are also used (see above).

In addition to assessing students' English language proficiency, some high school programs assess native language proficiency. When a student's native language is Spanish, the *Spanish Assessment of Basic Education (SABE)* and the *Bilingual Syntax Measure (BSM)* are the instruments most often chosen. Information from report cards, transcripts, or other documents is also reviewed at these in-take centers to help determine placement. In schools without in-take centers, guidance counselors or ESL teachers administer the placement tests or place students according to teacher judgment.

Exit

A wide variety of assessment measures is used to determine when students should be exited from ESL programs. All of the site schools reported that they rely heavily on teacher recommendations to move a student from ESL to mainstream classes. Often, students are mainstreamed in stages. In addition, programs at all levels use one or more standardized tests, with or without other measures.

Elementary Level

At the elementary level the following standardized tests are used:

- *Language Assessment Battery (LAB)* (a score at or above the 40th percentile)
- *California Achievement Test (CAT)*
- *National Achievement Test* (reading subtest)
- *Iowa Test of Basic Skills* (a score at or above the 40th percentile)

In addition to standardized test scores, some schools require students to perform satisfactorily on other measures such as second language (English) tests of oral speaking and/or dictation.

For example, at Tuba City Primary School in Tuba City, Arizona, students' portfolios are evaluated prior to their being placed in mainstream classes. In addition, they are given a second language (English) retelling test and a Navajo oral reading test.

In some elementary schools, students are placed into mainstream classes at a parent's request. In others, mainstream placement is automatic once the student has completed a preparatory sequence, i.e., on the recommendation of the teacher.

Middle School Level

At the middle school level, students are placed in mainstream classes when they achieve passing scores on standardized tests and/or meet additional criteria. The standardized tests include the following:

- *California Test of Basic Skills (CTBS)*
- *Language Assessment Scales (LAS)* (oral and/or written subtests)
- *Secondary Level English Proficiency Test (SLEP)*
- *Student Oral Language Observation Matrix (SOLOM)* (in the primary language).

Other criteria include report card grades, e.g., a C or better.

For example, at 16th Street Middle School in St. Petersburg, Florida, there is a carefully designed plan for mainstreaming students. Students must pass several tests before being mainstreamed first into math and then social studies. A committee of ESL teachers, the principal, a parent, and two bilingual assistants review the student's class performance and standardized test scores. A student must achieve a score at or above the 33rd percentile on the *CTBS*, a score at or above 70 percent on the *SLEP*, and a Pass on the *LAS*. The procedure is flexible, however, and students are mainstreamed whenever they are ready, even in the middle of a grading period. If they do not perform well in the mainstream class(es), they may return to ESL classes and exit later. It is also possible for parents or students to request that they remain in ESL classes even if the committee recommends they be mainstreamed.

High School Level

At the high school level, students are mainstreamed when they meet a set of criteria that often include standardized test scores, report card grades, oral language tests, and teacher recommendation. The following standardized tests are used:

- *P-rating*
- *California Achievement Test (CAT)*
- *Minimum English Competencies Test (MEC)*
- *Language Assessment Scales (LAS)*
- *Test of Academic Proficiency (TAP).*

Some informal measures may be considered as well.

Monitoring

After they exit, ESL students' achievement in mainstream settings is often monitored. In the 20 site schools, there are no universal standardized procedures for monitoring students after they have exited. For example, at J. C. Kelly Elementary School in Hidalgo, Texas, students are monitored by a committee that examines their end-of-year achievement test scores for two years after they are mainstreamed. At Benjamin Franklin Middle School in San Francisco, California, newly mainstreamed students are reevaluated after 30 days and again at six months. At Highland High School in Albuquerque, New Mexico, the ESL department chair and the district's bilingual coordinator monitor students. The bilingual coordinator visits mainstream classes that have large numbers of ESL students on a weekly basis. If students appear to have difficulty with that placement, they may be returned to the ESL program.

Conclusion

Home language surveys identify students who speak a language other than English at home and supply educators with information about their language use at home and elsewhere. Placement measures to evaluate students' English proficiency levels vary from program to program. Exit procedures usually measure students' English proficiency levels.

In the data from the 20 site schools, there was no evidence that students' academic content knowledge was assessed prior to placement in content-ESL classes. Comments by parents and students suggest that some students enter these programs with greater knowledge of academic subjects, such as math or science, than they are expected to have because placement is based on their English proficiency skills rather than their academic achievement in content subjects. As a result, some students are inappropriately placed and often do not receive the proper level of instruction in these academic areas.

Chapter Four: Choosing a Program Design

A variety of program models have been developed to meet the language and academic needs of language minority students. Programs may be bilingual, with a portion of the instructional time set aside for native language development and another portion for English language development through some kind of ESL instruction. Or they may be ESL programs conducted through small tutorial-style classes (also known as pull-out classes), larger free-standing ESL classes, regular classes using a team-teaching approach, or sheltered classes in which the regular content is adapted so that students understand concepts and acquire knowledge at the same time as they develop skills in English.

Program models share two objectives: to enable students with limited proficiency in English to participate in English-medium instruction at some point in their educational programs and to help students acquire academic concepts and skills while they acquire English skills.

This chapter defines seven of the many popular program models used in pre-K through Grade 12 classrooms across the United States, provides an example of each program, and describes how students are transitioned through programs. Also discussed are factors that influence how a program model is selected and the ways several schools have implemented innovative designs to accommodate their scheduling and staffing needs.

Program Models

In mainstream content classes, students use language for many purposes, such as explaining how to complete a scientific experiment, listening to a recording of an historical event, or writing daily journal entries about math. The demands of academic language are different from those of social language. Academic language is the medium through which students acquire understanding of subject matter and subsequently reinforce their understanding through a variety of activities and discussion.

A number of program models have been designed to help students develop their cognitive knowledge and academic language skills. There are bilingual programs, in which students learn academic concepts in their native language and later transfer this knowledge to English, and there are ESL programs in which students master academic concepts through English instruction adjusted to their levels of English proficiency.

Bilingual Models

- **Transitional programs**—Students receive content instruction in their native language while they also receive ESL instruction. They are mainstreamed into classes in which instruction is delivered in English as soon as their English proficiency level is sufficient for successful academic achievement. In early-exit transition programs, students are mainstreamed within a period of two to three years.

- **Maintenance programs**—Students develop oral language and literacy in both their native language and English, and academic instruction is delivered in both languages. The goal is that students will have cognitive academic language proficiency in their native language and in English. Students tend to remain in these programs from four to six years.

- **Developmental or two-way programs**—Half of the students are native English speakers and half are native speakers of another target language, and both groups develop proficiency in two languages. The goal of this model is to develop full bilingualism in all students. Content and language arts instruction are offered in both the students' native language and in English. Students from the two language backgrounds serve as language resources and models for one another.

ESL Models

- **Content-based ESL programs**—Students develop cognitive academic language proficiency in English. These classes are often taught by ESL teachers who select content from one or more subject areas. In this model, instruction is frequently provided through thematic units.

- **Sheltered instruction**—Students develop knowledge primarily in specific subject areas through instruction tailored to their levels of language proficiency; language development is secondary. Classes are composed entirely of English language learners, and instruction is provided by ESL teachers or content teachers.

- **Language-sensitive content instruction**—Students develop academic knowledge primarily in heterogeneous classes composed of language majority and language minority students. Instruction is provided by content teachers who adjust their instruction to make it comprehensible to the students.

- **Newcomer programs**—Students who are new to this country receive instruction in English before they are transferred to a regular school. The primary emphasis is developing students' English language skills so that when they enter the regular school program they can achieve academic success as quickly as possible. Some newcomer programs offer a wide range of support services such as orientation to U.S. society, counseling, transportation, health services, and tutoring.

Survey Findings

A sizable number of bilingual programs were found; of these, the transitional bilingual model was preferred by more schools than any of the other bilingual models, followed by the developmental or two-way model. However, ESL models were used by most respondents, followed by sheltered instruction. Few newcomer programs were offered.

Site School Examples

Some schools built their programs around one model; others implemented more than one model (see Table IV for the programs in use at each of the 20 site schools). Of course, local conditions such as the availability of trained teachers influenced the operation of each program. In this section, a description is given of one sample school program for each of the six common program types defined above.

Bilingual Models

A transitional program

The program at Yung Wing Elementary School, PS 124 in New York City is an example of a transitional bilingual program. When students enroll, they are tested with the *Language Assessment Scale (LAS)* in English. If their scores are low, they are placed in bilingual classes. If their scores are higher, they receive ESL instruction. The goal is to place students from the bilingual program in mainstream classes after three years. Older students who are new to the school are also tested and provided with bilingual instruction, if needed.

A maintenance program

While a number of the site schools reported that their programs could be described as maintenance programs, the researchers observed only a few programs that included a maintenance component.

In 1973, Martin Luther King, Jr. Elementary School in Urbana, Illinois, began a multicultural program with four components: (1) instruction in students' native languages, (2) English as a second language, (3) foreign language instruction for native English speaking students, and (4) cultural sharing. Today, curricular development and creative language and content integration are central to the school's mission and take place as a matter of course. The goal is to make all children proficient in at least two languages. Each day, primary grade students receive 30-45 minutes of native language instruction in which math, reading, language arts, and the history and geography of the children's native countries are integrated. A typical day for upper grade students is similar, except that more time (a total of 45 minutes) is spent in native language content instruction. While this may not be considered a maintenance program, it illustrates the way in which a maintenance component involving native language support and development can be incorporated into an ESL program.

A developmental or two-way program

> The survival of the Navajo language is critical if the beautiful and rich Navajo culture is to continue into future generations.
>
> Academic success is also imperative if Navajo children are to take their rightful place in today's world.
>
> Navajo people can and must have the best of both the Navajo world and the world at large. For this reason, the Dual Language Program has been designed at the Tuba City Primary School.
>
> *Tuba City Primary School Instructor's Manual*, p. 1.

At the time of the site visit, Tuba City Primary School in Tuba City, Arizona, was close to realizing its goal of implementing a dual language developmental program throughout the school. The impetus for the new program was both an Arizona state mandate and Navajo Nation education policy; it received strong support from the school district, the school principal, and a number of teachers. The staff was not content merely to comply with these mandates and policies, but wanted to make language instruction meaningful and relevant as well. As a result, they decided to develop bilingualism in all the students: Navajo-dominant children develop and maintain their native language while learning English; English-dominant students learn Navajo while studying English.

In the two-way bilingual sections, approximately 50% of the students are English-dominant and 50% are Navajo-dominant. Each group receives content instruction through the medium of their dominant language. In the sections using Navajo as a second language (NSL), the students are classified as English-dominant but have varying degrees of English proficiency. Here, English is used for content instruction, with sheltering strategies employed as needed. For 30 minutes each day, students in these sections participate in total-immersion language activities in arts and crafts and games. One day the students use English and the next day Navajo. This program started in 1992-93 with the first graders; third graders will be included in 1994-95.

ESL Models

A content-based ESL program

In the mid-1980s, Gabe P. Allen Elementary School in Dallas, Texas, initiated a content-ESL program. The goal of the program is to equip students (pre-K through Grade 3) with the necessary language and content skills to enter mainstream classes by Grade 4. Thematic units are developed at the district level and then adapted and coordinated with a new literature-based basal series at the school level. During instruction, conscientious attention is paid to discrete language skills, with blocks of time set aside to teach these skills directly.

Gabe P. Allen Elementary School
Thematic Units for 1993-1994
- Animals and Their Environment
- The Senses
- Transportation
- Dinosaurs
- Space Exploration
- Friends around The World
- Plants
- The Sea
- Cinco de Mayo
- Summer Safety

A sheltered instruction program

At Montgomery Blair High School in Silver Spring, Maryland, the ESL program provides students with content instruction in mathematics, science, social studies, reading, and vocational arts. Classes usually have both English and content objectives.

The ESL program has five levels. As students progress through the program, the number of periods in ESL and sheltered content classes decreases, while the number of mainstream classes increases. In the 1992-93 school year, the following plan was in use. (The configuration of required classes varies slightly from year to year, depending on the availability of funding and appropriately trained teachers.)

Level	Number of ESL Classes	Sheltered	Mainstream
I	three	Social Studies (taught by an ESL teacher) Math (taught by an ESL or regular teacher)	Art Physical Education
II	two	Social Studies (taught by an ESL teacher) Science (taught by a regular teacher) Math (sheltered or mainstream)	Math Art Electives
III	one	Social Studies (taught by an ESL or regular teacher) Science (taught by a regular teacher)	Technology Math Electives
IV	one	Social Studies (taught by a regular teacher) Science (either sheltered or mainstream)	Science Technology Business Math Electives
V	one	Bridge English (taught by a regular teacher)	Social Studies Science Business Math Electives

A language-sensitive content instruction program

The program at The International High School at LaGuardia Community College in Long Island City, New York, is the product of a collaboration between the New York City Public Schools and LaGuardia Community College. The school serves students who are recent arrivals in the United States, and the instructional program is designed to accommodate their linguistic, cognitive, and cultural aims. Teachers provide the students with opportunities to develop their English language skills while they learn academic content in their content courses. They also foster the development of students' native language skills. Students are expected to progress through the same requirements for graduation as all other students in New York State. In addition, they must complete a career/occupational education program that involves three out-of-school internship experiences.

A newcomer program

The Newcomer Center Program

The Newcomer Center role is to assess and place all new students (Grades 3-12) who speak a language other than English. For the students who speak no English, the Newcomer Center provides instruction in basic survival English, first and second language literacy, and English through the content areas. Students who are enrolled in the Newcomer Center classrooms speak no English, are recent arrivals to the United States, and have limited basic skills because of lack of formal education. These students attend classes for a period of three months to a year and are exited to bilingual program schools when they meet the exiting criteria.

Salem-Keizer School District, Keizer, Oregon

Prior to 1990, the Newcomer Center for newly arrived students in the Salem-Keizer School District in Keizer, Oregon, and the ESL program were located in a middle school. In 1990, these programs were transferred to McNary High School in Keizer, Oregon, so high-school-age students could study with students of the same age. The goals of the ESL program are to help students develop the academic content skills and the English language skills they need to achieve academic success. To meet these goals, the program has a curriculum and an accompanying guide that explains how the program fits into the mission of the school as a whole.

The program has a sequence of courses for its ESL students: five levels of ESL and a number of sheltered content courses. Students who have little or no prior education or English language proficiency enter the newcomer program, which teaches basic English, native language literacy, and English through the content areas. Newcomer students are integrated with English-speaking students for at least some classes from the beginning of the program. Even while they are in the newcomer program, they take physical education with English-speaking peers. Students may stay in the newcomer program for three months to a year before they transfer into the regular secondary program of ESL and sheltered courses. Those who exit the program may go to another high school or stay at McNary.

At McNary HS, students take ESL reading, ESL writing, and sheltered classes in science, health, math, and history taught by mainstream content teachers. As they progress through their courses, they take fewer ESL classes and more sheltered classes, then fewer sheltered classes and more regular classes. It is also possible for them to exit a sheltered course into a regular content course at any time.

McNary High School, ESL Student Course Credit

Mainstream courses	Content-area credit
Sheltered courses	Content-area credit
ESL reading and writing, 4 & 5	English credit
ESL reading and writing, 1, 2, & 3	Elective credit
Newcomer courses	No credit

Students receive elective credit for Levels 1-3 of ESL and English credit for Levels 4-5 of ESL. Because the ESL/math, ESL/science, and other sheltered classes are taught by content teachers, students receive content area credit for each sheltered class. Thus, students who have been in the ESL and sheltered program for some time can graduate, though it can take them more than four years to do so.

Transitioning Students Through a Program

As discussed above, programs are designed around the language requirements of students who have varying levels of English proficiency. In some programs, students are transitioned from one level to the next on the basis of teacher judgment and observation over a period of time. In others, students must meet certain criteria (e.g., report card grades or achievement test scores) before moving from one level to the next. For example, at Highland High School in Albuquerque, New Mexico, almost all students move to the next level on the basis of teacher recommendation. In ESL classes, students must have a letter grade of D or better to pass from one level to the next. In content classes, teachers determine what is a passing grade. For example, in one basic math teacher's class, students must achieve a grade of C before taking foundations of algebra. At Blair HS, ESL students are mainstreamed when they achieve a passing score on the *Minimum English Competency Test (MEC)*, a locally developed English proficiency test, and upon teacher recommendation.

As might be expected, not all students transition from one level of ESL to the next or to mainstream classes without difficulty. Instead, some students are dismissed for a variety of reasons (e.g., disciplinary, health), or they drop out of school. At Washington Middle School in Yakima, Washington, there is a re-entry program for these students. To re-enter, students, their parents, and a teacher sign a contract for a 15-day probationary period in which they attend one or two classes. At the end of this period, the student is allowed to attend more classes. Ultimately, the student is readmitted to the full program if the student continues to perform satisfactorily in these classes.

Environmental Factors

A number of environmental factors influence the selection of a program model:

- the type of school— primary, elementary, middle, secondary;
- the community size—urban, suburban, town, rural;
- the configuration of languages in the student population—monolingual, a predominant number of students who speak one native language, or diverse native languages; and
- the program size—small, medium, large.

For example, an elementary school in a small town with an ESL student population that speaks the same native language will most likely have a bilingual program. On the other hand, if the school is a large secondary school in an urban area with an ESL student population that speaks a number of different languages, an ESL program model will probably be selected.

In general, content-based ESL programs are more common in larger communities with linguistically diverse populations than they are in smaller communities with monolingual populations. Similarly, large urban settings can support maintenance programs more easily than smaller programs. Rural schools, on the other hand, may not be able to offer their ESL students native language instructional support because the program size is so small or because there is no funding to support it.

Scheduling Considerations

Once a program model is selected, it must be implemented. Scheduling classes is no small matter whether the school offers pull-out instruction, plug-in instruction (where the ESL teacher goes into the regular classroom), self-contained classrooms, or periods of team-teaching.

Scheduling practices varied among the site schools but two scheduling designs differ from traditional practices: shared planning periods, block scheduling, and longer class periods. Shared planning periods assist teachers in planning and aiding students in learning. For example, at Lincoln Elementary School in Wausau, Wisconsin, the ESL and regular classroom teachers have joint planning periods almost every day. These periods enable the teachers to coordinate their instruction and plan team-teaching activities. At King ES, block scheduling provides students 30 minutes a day for native language content instruction.

At International HS, teachers play an active role in scheduling practices. The school day is structured to give teachers time to develop topics via a variety of learning activities. As a result of teacher-initiative, classes meet four times a week for 70 minutes. Students take four classes during each 13-week cycle. Teachers teach three classes each cycle. This practice allows students to interact in-depth with the subjects they are studying and to focus on fewer subjects at a time. One day a week small student groups discuss issues of concern with a teacher in a relaxed, supportive homeroom called House. On Wednesdays, two hours are allotted for staff development.

Conclusion

Many factors enter into the selection of an effective program model, be it a bilingual model or an ESL model. Such factors as type of school, the distribution of students' native languages, community size, and program size have a direct bearing on which program model is likely to be appropriate. In addition, these factors influence the realization of a program model within the constraints of time, funding, and personnel. The 20 site schools visited all wrestled with these factors in the selection of effective program models. Their programs are the result of creative efforts, community input, and educational priorities. What's more, these program models actually work.

Chapter Five: Developing the Curriculum

Students who are learning English as an additional language are not just challenged with learning the new language, they are also confronted with learning subject matter content, such as mathematics, science, and social studies. In addition, they must learn study skills to achieve academically and social skills to interact successfully with their peers in school and in social settings. Because many of these students are not adequately prepared to make these and other adjustments, it is the responsibility of the schools to develop curricula that address these exigencies.

According to Berman (1968, p. v), curriculum is concerned with the "ongoingness rather than staticism of life," and is related to the processes of perceiving, knowing, and organizing. In addition, according to Robertson (1971, p. 564, cited in Yalden, 1983), curriculum refers to "the goals, objectives, content, processes, resources, and means of evaluation of all learning experiences planned for pupils both in and out of school and community through classroom instruction and related programs." In line with this thinking, Tchudi (1991) strongly rejects the notion that there is a single curriculum suitable for all schools, whether the curriculum was developed by local, state or national educators. For second language learners, then, a curriculum must support a variety of objectives that change from one group to the next. Specifically, curriculum must be designed to help students acquire the language, thinking, and study skills required for them to be successful in content classes in which instruction is delivered in English.

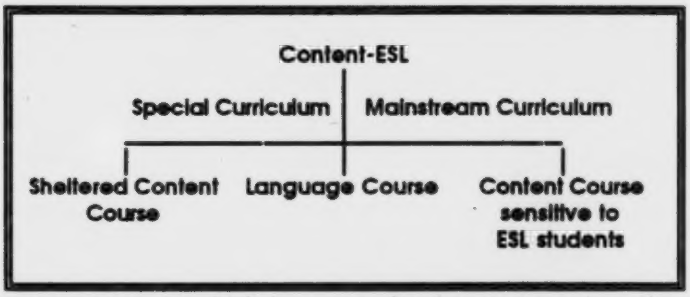
> *Content courses, as opposed to language courses, place different cognitive and linguistic demands on students. These demands include vocabulary and technical terms associated with the subject; language functions needed for academic communication--informing, explaining, classifying, evaluating; language structures and discourse markers used in academic discussions* (Chamot & Stewner-Manzanares, 1985; Chamot & O'Malley, 1986); and *strategies such as listening or reading for the main point, generalizing, making logical inferences from known information, and constructing more complex schemata* (Saville-Troike, 1991).

In the United States, the terms curriculum and syllabus are often used interchangeably (Yalden, 1983). To clarify these terms, Robertson (1971, p. 564, cited in Yalden, 1983) defines a syllabus as "a statement of the plan for any part of the curriculum." It is a plan a teacher uses with students in the classroom and it can be changed.

This chapter describes two ways a representative content-ESL curriculum may be developed. Related findings from the surveys are also presented, and some interesting examples of syllabi are described for courses that are used in the site schools.

Developing Content-ESL Curricula

When developing content-ESL curricula, one must ask several questions: What is the role of subject matter content? What is the role of language learning? Will the curriculum be a special curriculum or the mainstream curriculum?


Content-ESL
Special Curriculum
Mainstream Curriculum
Sheltered Content Course
Language Course
Content Course sensitive to ESL students

A content-ESL curriculum can result in one of two kinds of courses: 1) a content course in which content knowledge receives the primary emphasis, or 2) a language course in which language development receives the emphasis. When a mainstream curriculum is used, the resultant course is either a content course in which instruction is delivered in a way that is sensitive to the needs of ESL students or a sheltered content course that is specifically designed for these students. The chart on the following page shows the integration of language and content.

INTEGRATING LANGUAGE AND CONTENT INSTRUCTION

CONTENT TEACHER

CONTENT OBJECTIVES
(concepts and skills)

- identification of content related to language skills
- curricula for specific content areas
- instructional methods for teaching content
- assessment of content learning

CONTENT TEACHER can now adapt instruction to meet needs of limited language proficient students.

INTEGRATED APPROACH

- application of instructional methods which integrate language and content
- principles for developing or adapting instructional materials which integrate language and content
- identification of relationship between content and language skills
- strategies for assessment of students' language skills as well as content area concepts and skills

LANGUAGE TEACHER

LANGUAGE OBJECTIVES
(concepts and skills)

- identification of language skills related to the content
- curricula for specific language learning
- instructional methods for teaching language
- assessment of language learning

LANGUAGE TEACHER can now adapt language instruction to focus on academic language skills.

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Survey Findings

Teachers reported that they often base their instruction on a mandated curriculum. Nearly half of the administrators reported that curricula had been developed specifically for their content-ESL programs.

The data reveal there are more curricula for ESL instruction in language arts than for any other subject matter area. Social studies is the next most popular subject for which curricula are available, with science, math, reading, health and family life, and shop or practical arts, following in that order. In addition to these more traditional subject matter areas, courses are offered in a wide variety of areas, ranging from art, auto technology, business, ceramics, computers, dance, and drama to parenting, photography, telecommunications, word processing, and wellness.

Of the programs with specifically designed curricula, teacher committees are most often responsible for developing them. Other personnel involved in curriculum development typically include district-level personnel, state-level personnel, independent consultants, and school-based administrators.

In response to inquiries about how teachers organize the content they teach (e.g., around thematic units, students' needs, the regular curriculum, another source, or a combination of these factors), the majority of teachers revealed that they organize content around the students' needs. Many also said they use thematic units, though this practice was somewhat more popular with elementary teachers than with secondary teachers. Secondary teachers tend to draw more upon the regular curriculum as the organizing factor than do elementary teachers.

Students' Comments on Their Internship Experiences

"I expected exciting work but it was more business-like. I learned about all types of police cases and I learned English."
Maria

"It was useful to explore career ideas and get a feel for the field."
Soo

"I learned a lot of English and career protocols. You have responsibility. Adults treat you well and depend on you."
Dominic

Examples from the Site Schools

The following are descriptions of content-ESL curricula that have been developed at several of the site schools. These examples illustrate how special curricula and the mainstream curricula have been used to design specific course syllabi.

A Special Curriculum for Content Courses

At The International High School at LaGuardia Community College in Long Island City, New York, all students complete the Personal and Career Development Program, an experiential program that allows students to explore their career interests by completing internships and to apply and extend their developing linguistic, socio-cultural, and cognitive skills in meaningful settings. This three-

50

year sequence was designed to provide students with learning experiences that have multiple outcomes. Through this series of courses, students not only acquire new information and assimilate concepts, they also broaden their views of themselves in society. The internship experiences included in the sequence make them aware of career options, help them find ways to express themselves in a foreign language, and give them responsibility for their own learning. Through this program, students rule out fields they thought they wanted to pursue and identify careers they prefer.

The program comprises four courses and three half-day internship experiences. During each 12-week internship cycle, students spend 14 hours per week over four days at the internship placement. Each day, students return to the school for a half day of classes. On the fifth day, students attend an internship seminar. These courses are described in Table VI.

Table VI: Personal and Career Development Courses

Personal and Career Development 1	*Myself* Students examine their feelings, motivations, and interests and complete their first internship.
Personal and Career Development 2	*Humans in Groups* Students examine the family and societal structures in the different cultures represented in the school and complete their second internship.
Personal and Career Development 3	*Decision Making* Students complete their third internship.
Personal and Career Development 4	*Research* Students develop and refine their research skills while surveying career possibilities and college opportunities, and competing their college applications.

Personal issues are also examined in other courses: Integrated Learning Center courses, literature courses, global studies courses, human development and leadership group, group dynamics, and biology.

In 1990, International HS began placing some students on full-time internships with more sophisticated responsibilities than the ordinary half-day placements. They did this because many students were taking full advantage of the internships rather than merely fulfilling the requirements.

A Special Curriculum for a Language Course

At Montgomery Blair High School in Silver Spring, Maryland, an ESL teacher developed a special curriculum in basic literacy skills and the curriculum is drawn from a range of subject matter areas. Students are assigned to this teacher for two periods each day. During the first period, students engage in literacy building activities organized around thematic units. In the second period, instruction is provided on the topics in the thematic units. These units are not formalized as courses of instruction but are planned to last for two and four weeks, depending on the needs of the students. The activities and themes planned for the 1993-94 academic year are described in Table VII.

Table VII: Activities and Themes for the ESL Literacy Course

Period 6	Activities	Period 7	Thematic Units
Monday	Journals and vocabulary work	Safety The Calendar	
Tuesday	Listening lessons or grammar lessons	Sports Halloween	
Wednesday	Reading skills	Weather	
Thursday	Reading skills	Native Americans	
Friday	Journals and vocabulary work	Folk Tales from Other Countries Countries and World Geography	
		Food and Nutrition	
		Careers and Finding a Job	
		The Rainforest	
		Drugs and Alcohol	
		AIDS	

Courses from Mainstream Curricula

A set of courses at Blair HS exemplifies how ESL instruction draws from the district's mainstream science and technology curricula. These courses are being designed to parallel the Grade 9 course called Introduction to Chemistry and Physics. All of the units and objectives correspond to those in the two science courses.

An Interdisciplinary Course

Two regular content teachers began to offer an interdisciplinary science and technology course, Introduction to Chemistry and Physics and Exploring Technological Concepts, during the 1993-94 academic year. This course incorporates content from the mainstream science and technology curricula. As a result, students view science and technology as related means of problem solving. In laboratory experiences, students employ science and technology skills and scientific thought processes. Skills needed for working with instruments and materials as well as knowledge of scientific principles are developed.

In the first semester of Introduction to Chemistry and Physics, students study the topics of force, motion, and simple machines with an emphasis on making accurate and precise measurements. During the second semester, they focus on basic inorganic chemistry, basic organic chemistry, and the use of chemical instrumentation.

In Exploring Technological Concepts, instruction begins with the application of knowledge, tools, and skills to solve practical problems. Instruction and problem-solving experiences center on the use of tools, machines, and materials to design and construct models, devices, and products to solve technological problems. Throughout the course, students focus on the integration of technology, scientific principles, and mathematics. Activities are divided into four major sections: mechanical systems, natural resources, energy, and innovations in technology. Table VIII lists the topics covered in the first semester.

Table VIII: First Semester Topics in the Interdisciplinary Science and Technology Course

Introduction to Chemistry and Physics	*Exploring Technological Concepts*
Introduction to Measurement Length, Mass, Volume, Density, Time, Scale Reading, Graphing Machines Energy-Potential Kinetic, Mechanical, Thermal Electromagnetic Spectrum Color, Waves Change Current, Voltage, Resistance Alternative Energy Sources Nuclear Power, Solar Energy, Fossil Fuel, Hydroelectric Power	Mechanical Systems The Problem-Solving Approach Simple Machines Control Methods Complex Machines System Integration Harnessing Natural Resources Air Water Fire Earth

The main difference between the sheltered ESL version of the course and the regular course is that the ESL teacher-advisor spends a lot of time helping the content teachers prepare materials that the ESL students can understand. At the time of the site visit, a growing file of specially developed instructional materials for the students was available.

Because the science and technology teachers work closely together in planning and presenting their material, they know measurement will be discussed from a technical perspective in the science class and presented in hands-on experiences in the technology class. Thus, the technology teacher knows that the students closely consider such questions as: Why do we measure?, What do we measure?, and How do we measure? The science teacher, in turn, draws on the students' experiences with precise measurement of distance and mass in the technology class to construct models or make predictions.

During the 1993-94 academic year, interdisciplinary curricula for ESL students were being developed in classrooms across Maryland. In the future, such curricular efforts may be extended to other content combinations at Blair HS and elsewhere for both ESL students and regular program students.

An ESL Social Studies Curriculum

Another example of how a mainstream curriculum feeds an ESL curriculum is the social studies curriculum at 16th Street Middle School in St. Petersburg, Florida. The curriculum for the ESL Social Studies I adheres to Florida's mandated Social Studies Curriculum Frameworks and the Pinellas County Department of Exceptional Education Students (DEES) Curriculum Performance Standards. The curriculum addresses both language and social studies through the study of specific topics for prescribed lengths of time:

- U.S. Geography--6 weeks
- Florida Studies--6 weeks
- Native Americans--6 weeks
- American History I (up to the Constitution)--18 weeks.

The authors of the curriculum and the teacher's resource guide for ESL Social Studies I (for Grade 6) state that this course is designed to provide students with opportunities for "anxiety-free" language learning. To this end, the authors selected language as the "vehicle to develop social studies knowledge," because this knowledge "generates natural language use." Therefore, they go on, students can "see an immediate meaningful application of the language." At the same time, social studies knowledge helps culturally diverse students to understand their new country. They learn about the American spirit of Independence, laws, and institutions, and their role in American society" (Damsey, undated, p. 1).

A Content Course Adapted from the Mainstream Curriculum

At Martin Luther King, Jr. Elementary School in Urbana, Illinois, an ESL teacher has developed a multilevel ESL unit in science and social studies. The goal of the unit is to increase students' understanding that birds use specific routes when they migrate, they follow four main migratory routes across the United States, and they may use the sun and stars to guide them when they migrate. The unit promotes the development of a number of skills. Mapping skills are primary. Art and science skills, such as eye-hand coordination and observation, are also engaged when students draw pictures and construct mobiles.

Conclusion

If content-ESL courses are to serve ESL students well, they must be designed to reach their objectives: to help students learn both academic content and the language of subject matter areas. Either special curricula or modified mainstream curricula can serve as the basis for constructing courses for ESL students. If a special curriculum is developed, it may focus on developing students' content knowledge or language skills. The mainstream curriculum may be used as is or adapted for ESL students.

PART TWO: IMPLEMENTING THE PROGRAM

Chapter Six: Selecting Instructional Approaches and Activities

Content-ESL is an instructional approach that has emerged in response to the rapid influx of students with limited English proficiency into U.S. public schools. This approach, used by ESL (language) and content teachers, emphasizes instruction in which the teaching of language and content is integrated. Its purpose is to maximize students' academic achievement in both areas. In practice, ESL teachers draw upon academic texts, tasks, and skills as vehicles for teaching English, and content teachers adapt the language of instruction to make content accessible to students who speak languages other than English natively. Through content-ESL instruction, students learn content at the same time as they receive linguistic support and training in cognitive academic skills.

This chapter focuses on the instructional approaches and activities content-ESL teachers find successful, and includes the results of the survey and some sample units, lesson plans, and activities developed by teachers at the site schools. There is some overlap in these examples, but they have been separated for descriptive purposes. Finally, the chapter concludes with a brief discussion of how ESL and content teachers make content accessible to the second language learners in their classrooms.

Survey Findings

Content-ESL teachers stress oral communication and communicative activities in their instruction. They also direct students' attention to academic English through reading and writing activities, include a variety of tasks during class periods, and integrate critical thinking skills with academic content and English instruction. Not surprisingly, almost all of the teachers said they create materials for their students.

Cooperative learning, whole language, language experience, problem-solving, jazz chants or singing or rap, games, role playing, and simulations are the instructional methods these teachers find useful. They often use visuals (other than videos) and process-writing with their students. In addition, they depend on activities requiring little oral production such as extensive reading and reading for pleasure.

Site School Findings

In many ways, the instructional choices of the teachers we observed in action mirrored those preferred by their colleagues who participated in the surveys. These teachers also favor using a wide range of activities during class periods that involve the communication of ideas or information and academic reading and writing. So, too, these teachers' bags are packed with some sure-fire practices--whole language and language experience--and more than several surprises.

A number of them elect to use more conventional approaches. For example, some teachers read orally phrase-by-phrase from a text and have students repeat the phrases aloud. Others check students' comprehension through questioning after reading portions of a text aloud. Still others write vocabulary words on the chalkboard and have students recite and copy them, then listen to audiotapes and repeat the sentences. The teachers who choose to use these activities do so with an eye to both student and parental expectations for schooling. Many of their students come from cultures in which the teacher is viewed as "one who knows," so conventional instructional approaches are expected. Approaches at the other end of the spectrum--those that are termed communicative--are not expected and, when attempted, do not result in the same degree of success.

As might be expected, some difference in these teachers' instructional choices stemmed from school, age, and grade-level factors rather than from pedagogical preferences. For example, at the high school and middle school levels, teachers place somewhat greater emphasis on academic content and concept development than they do on language and communicative skills. At this level, language instruction often occurs informally in teachable moments; it is not always an intentional objective of the lesson. At the elementary school level, on the other hand, teachers explicitly teach vocabulary or language structures in combination with the development of listening, speaking, reading, writing, and academic skills.

Instruction in Action

As mentioned above, many content-ESL teachers advocate the use of communicative instructional approaches with LEP students. In this section we define these instructional approaches and describe how they were used in classrooms.

Cooperative Learning Activities

*** Cooperative learning gives students opportunities to work together to achieve a single outcome within a given time limit.**

*** As students explore new topics, they discuss them with others and make their own connections with the content and language.**

*** Through cooperative learning, students use language for personal and academic purposes (Slavin, 1987).**

Cooperative learning is an instructional approach in which students engage in activities that require them to work together in small heterogeneous groups (Slavin, 1987). This approach is particularly appropriate for second language learners because, as students work together, they negotiate meaning through the exchange of knowledge and experiences, including the experience of using a second language.

Across all grade levels, many content-ESL teachers ask their students to engage in cooperative activities. When specific language skills are part of the lesson objectives, these activities engage students in learning both academic content and English language skills. In other classrooms, the activities are used to help students develop academic concepts and English language development is secondary, if attended to at all. For example, a physical science teacher at Pittsburg High School in Pittsburg, California, used a cooperative learning activity to have students make inferences from indirect evidence. Students were divided into small groups and challenged to complete a task in five minutes. Each group received a marble and a piece of plywood onto which a three-dimensional geometric shape had been glued on the backside. Students rolled the marble under the plywood and marked where it entered and exited. When time was up, students had to identify the geometric shape on the reverse side of the plywood. This activity is described on the following page.

A Laboratory Activity: The Unknown Shapes of Atoms

Joni Lynn Grisham, Pittsburg High School, Pittsburg, CA

How did scientists make a model of an atom without ever seeing one? This is one of the questions I pose to students during a science unit on atoms and molecules. I use this simulation activity to have them explore how scientists accomplished the task.

Materials:

Several pieces of plywood about 2 ft. X 2 ft.

One geometrically shaped wood block about

5 inches in diameter or length and 1 1/2 to 2 inches wide glued the back of each piece of plywood

One sheet of paper taped onto the front of each piece of plywood

One marble per piece of plywood

One pencil per piece of plywood

Procedure:

Divide students into groups of two or three

Place the plywood pieces (geometric side down) on the floor

One student shoots the marble into the center of the piece of plywood

One student draws a line on the paper where the marble entered the area under the plywood and traces this line to where the marble exited

Students take turns shooting the marble all around the piece of plywood until they feel they can hypothesize the shape of the wood block that is under the plywood (It is wise to give them a time limit of about 3 minutes.)

Students draw the shape of the wood block in one corner of the paper*

Discussion:

How did your group come to a decision about the shape under the piece of plywood?

Name two other ways we can see items which are hidden from view.

What would scientists do to prove their hypothesis to others?

* If you want students to complete the activity using more than one of the plywood pieces, have each group remove the paper they used and replace it with another sheet of paper. Rotate groups until students have completed the procedure several times, having groups compare their findings.

A physics teacher at The International High School at LaGuardia Community College in Long Island City, New York, used a cooperative learning activity with students in Grades 9, 10, and 11 to explore academic content by constructing kaleidoscopes. They studied the physical properties of light, refraction, and reflection during this hands-on assignment. This activity is described below.

Mirrors, Images, and Kaleidoscopes:
An Open-Ended Science and Math Activity
from VISIBILITY/INVISIBILITY

David Hirschy
The International High School at LaGuardia Community College
Long Island City, NY

Students find this unit is a lot of fun, a lot of math, and a lot of science involving discovery and aesthetic pleasure. As students work together and complete the activity guide they experiment with hinged mirrors, discover how mirrors produce images, explore how light bounces from a mirror, develop the idea of symmetry, and uncover the mathematics of the kaleidoscope. In the end, students design and build their own kaleidoscopes.

Many people have difficulty focusing at ranges of less than eight inches. Because of this, students' kaleidoscopes should be a minimum length of about eight inches.

The largest obstacle to creating a kaleidoscope is obtaining the mirrors. Acrylic mirrors or mylar attached to a hard surface are reasonable compromise items, but the finest quality images are produced by mirrors which have the mirrored surface on the front, or flat (simple planar) surface mirrors.

I found it is wise to collect the materials and build a few kaleidoscopes of my own before undertaking the activity with students.

Introducing the Activity

Students' explorations begin with a journey involving the images mirrors produce and how they can be used to create some very beautiful patterns. They look through a kaleidoscope and sketch or explain what it does.

As a first step, students examine a simple planar (flat) mirror to discover how it works. In this activity, students are encouraged to write their observations and explanations, including a drawing if they prefer. Working through a series of directions, students experiment with different objects and distances to see exactly where the images appear. They are then asked to draw where the images appear and state a rule or pattern for objects and images. This results in a statement about symmetry.

Next, students explore the fundamental principle of how light behaves. (Light always chooses the fastest way to travel between two points: the principle of least time. With this principle it is possible to predict the path of light in any situation.) Using a series of drawings and a compass, students measure angles of incidence to answer the question of why an image appears as if it were behind the mirror. Then, covering one eye and looking in the mirror, students are asked to explain why they see what they do in the mirror.

Now, using a set of large and small mirrors, students go on to explore how hinged mirrors work. What is the connection between the angles and the number of repeated objects that can be seen in the mirrors? Students place one mirror on 0 and note the angle and number of repetitions when they observe a pattern that is symmetrical, noting the pattern, the degrees in a circle, and the number of images.

ANGLE	NUMBER OF IMAGES	NUMBER OF AXIS OF SYMMETRY	NUMBER OF STAR POINTS

As they get closer to being able to describe how a kaleidoscope works, students solve specific problems, all along sketching and explaining their work. If you wanted 15 star points, what angle would you need between the mirrors. What if you wanted to use three mirrors arranged to form an equilateral triangle? Why do the patterns keep repeating?

Finally, with directions for "Good luck" and to "have fun," students design and build their own kaleidoscopes.

To assess what students have learned, they are asked to complete these Mastery Questions and Activities:

Two mirrors placed at 90 degrees produce 4 images. Explain how each one appears.

Design a work of art based on symmetry and what you have learned from this activity.

Explain how your kaleidoscope works.

What is an image? Is it real?

Another kind of cooperative learning, a modified jigsaw activity, was used by a history teacher at Highland High School in Albuquerque, New Mexico (one description of jigsaw activities appears in the box on the right). The teacher divided the chapter readings about the U.S. Civil War into segments--"The Social and Political Problems during the U.S. Civil War," "The Strategies and New Weapons Used or Created for the Civil War," and "Women and the Civil War"--and assigned each one to a group of students. Students read the assigned text, researched the topic in the library, and prepared notes which they presented to the rest of the class. Through this activity, each group represented a piece of the whole, thus reducing the burden of learning for all the ESL students. Similarly, at Northeast Law/Military Magnet High School in Kansas City, Missouri, the ESL teacher used a jigsaw activity to help her students analyze social studies information and make a decision about which of several explorers should be given credit for discovering America.

In jigsaw activities, students form small "home" groups and all groups are assigned the same task such as learning about the life of a famous artist. Within groups, each student assumes a primary responsibility for one part of the artist's life. Each student reads or in other ways investigates a section and joins a second "expert group" comprised of students from the other groups who are responsible for the same information. After expert groups share and master the content about their section, the "experts" return to the "home" group and teach the others the information. Finally, students may take individual tests or quizzes on an entire unit of information

(Slavin, 1986; de la Luz Reyes & Molner, 1991).

Whole Language

Whole language is both an instructional philosophy and a series of techniques that reflect the view that meaning and natural language are the foundations of literacy development (Enright & McCloskey, 1988). Whole language approaches begin with whole texts and meaningful engagement and later direct students' attention to discrete skills such as vocabulary and spelling. Because students are exposed to a print-rich environment and explore language used in context, they learn language because they want to communicate with others; they learn it because its use is functional and purposeful. Whole language instruction enables second language learners to listen to, read, and write the new language because they want to learn about topics which are of interest to them.

In the ESL classroom at Northeast HS, students are physically surrounded with maps, posters, student-made bulletin boards and displays, ESL textbooks, adapted literature, unadapted textbooks and literature, examples of authentic writing, and both teacher- and student-written materials. Activities often involve listening, participating in shared reading or sustained silent reading, reading adapted or simplified materials, and writing process-oriented composition techniques. Brainstorming to identify ideas, researching, drafting, revising, rewriting, and ultimately publishing text are favored by this teacher. The whole language approach is alive and well in this highly active learning environment. Students interact with content and language in meaningful contexts; they do not participate in drills or read basal texts.

At 16th Street Middle School in St. Petersburg, Florida, ESL students also make use of whole language strategies. During the course of the year they read a wide range of materials, including books of their own choosing. Upon finishing a piece of fiction, they make personal connections with the text in a response log. The reading response log follows.

A Reading Response Log

16th Street Middle School, St. Petersburg, Florida

After students have read a story, they write about it in a response log in response to one of the following questions.

Did you like the story? Why? Why not?

Why did the author choose the title?

Retell an important event from the story. Why is it important?

How would you change the story? Why?

Describe a major character.

Tell why you think a character does what she/he does. What is the motive?

Rewrite the ending of the story to give it a different outcome.

Could this story have really happened? Why? Why not?

Can you relate to any of the characters in the story?

What did you learn from the story?

Your choice of what to write about. (Need teacher's permission)

At Pittsburg HS, Harper Lee's *To Kill a Mockingbird* forms a whole language literature unit for students in Grades 10 and 11. The unit, developed collaboratively by the ESL and English literature teachers, asks students to consider the themes of love and conflict, the individual and society, blindness and sight, and passages and transformations. As they progress through the unit, the ESL students use English for a variety of purposes such as discussing poetry, explaining the meanings of words, and writing summaries.

To Kill a Mockingbird: An ESL-Literature Unit

Gabriel Capeto and Barbara Stumph

Pittsburg High School, Pittsburg, California

As in many schools, Harper Lee's *To Kill a Mockingbird* is one of the novels included in our regular literature course curriculum. Because it is such a masterful piece of literature, we felt our ESL students should have the opportunity to enjoy it. We decided to collaborate to define suitable activities which would enable ESL students to understand the story, to improve their English language skills, and to recognize the implications this piece of literature has for their own lives. The unit developed over a period of time and is designed for use in two classes, the literature class and the ESL class.

In the literature classroom, the unit is presented in three stages called INTO, THROUGH, and BEYOND. In the first stage, INTO, students read and discuss poems about truth and short stories such as "A Death in the House" by C. Simak. Following the discussions, students participate in a simulation exercise dealing with segregation. In this exercise, students are divided into pairs with one member considered a first-class citizen (white) and the other a second-class citizen (Black). Pairs work together to find and write definitions of assigned words, identify suffixes, locate sentences in the text in which the words are used, and present the information to the class for discussion. Only the first-class citizen of the pair may present information and receive credit and be rewarded for their efforts. The second-class citizen, on the other hand, is expected to assist in completing the vocabulary activity and perform tasks involving physical labor (getting and returning the dictionary). At no point are any second-class citizens' efforts recognized or rewarded. At the conclusion of the exercise, students discuss how they felt during the simulation and use the phrases, "I noticed," or "I learned." This activity is followed by viewing and discussing the film, "Amazing Grace."

In THROUGH, students complete daily writing activities, study questions and vocabulary development activities to better understand the novel. In one activity, students read a chapter or scene and choose a quote to represent it. Next, they illustrate the quote to depict its significance. Later, students share their illustrations with the class and consider new perspectives for interpreting the chapters or scenes. During this stage, they also listen to and discuss the song "Walk a Mile in My Shoes," draw a map of Maycomb, Alabama, (documenting the map with statements from the text), and participate in a readers' theatre style dramatization of the courtroom scene.

In BEYOND, students listen to and discuss the song "The Way It Is" by Bruce Hornsby. Next, they brainstorm criteria for a good novel and evaluate the book based on these criteria. At the end of the unit, they take an objective test.

In the ESL classroom, students engage in many vocabulary and writing assignments to help them understand the novel and improve their use of English. One of these assignments involves analyzing a character and making an evaluation. To begin, students find and cut out a magazine picture of someone who reminds them of a character in the novel. Next, they summarize a section of the story involving this character, discuss the character's symbolism, and describe the character. Finally, students compose a character analysis for each character in the novel and make a notebook.

In another activity, students brainstorm qualities of a "good father" and then evaluate Atticus Finch's role as a father.

At the end of the unit, students complete an essay test in which they are expected to include examples from the novel.

Whole language and process-oriented writing activities are naturally compatible instructional approaches. These meaning-based activities enable students to make personal connections with topics and recognize the need for learning specific academic and/or language skills. The W.I.N. (Writing Is Necessary) program at Tuba City Primary School in Tuba City, Arizona, is an example of a writing program founded on the principles of process-oriented writing. For teachers at Tuba PS, language is best developed in an integrated, holistic manner. This means that listening, speaking, reading, and writing are developed jointly and not as isolated skills or subjects. At Tuba PS they want a child to relate learning activities to personal experiences. So strong is their commitment that they have developed and instituted a school-wide writing program. A description follows.

Project W.I.N. (Writing Is Necessary)

Tuba City Primary School, Tuba City, Arizona

Language is best developed is an integrated, holistic manner. This means that listening, speaking, reading, and writing must be addressed together and not as isolated skills or subjects. Language is acquired when learning activities a re purposeful and have meaning for the student. The child must be able to relate the learning activities to his/her own personal experiences. Writing for the sake of writing is boring and creates negative attitudes toward writing. As the child begins to use writing as an expression and a means of communication that offers a reward, writing activities take on meaning and purpose.

The **WIN** program is an attempt to make writing come alive. **WIN** is a means of providing purpose and meaning to writing and keeping it relevant to the students' needs. In order to promote the necessary climate which encourages meaningful writing throughout the school, the administration will sponsor school-wide writing activities. **WIN** activities will include the:

***WIN** Writing Contests

During each three month period throughout the school year, a **WIN** theme will be selected by each grade level first through third. Students will be asked to write an essay. Essays will be judged and prizes will be awarded at each grade level. Essays may be written in Navajo or English. The following **WIN** periods will be used: Sept. - Nov., Dec. - Feb., Mar. - May. Grade levels may set their own schedules for the beginning and ending dates of their contests.

• Letters to Principals

All students in the second and third grades will be asked according to a predetermined schedule to write letters to Mr. Vernon or Ms. Sakiestewa. All letters will be read and answered. Depending on time available, the answers may be addressed to entire classes as opposed to individual students.

• Story Time with the Principals in the Classrooms

As you check the school calendar you will find the principals have scheduled themselves to come into each classroom for story time. These will consist of the principal sharing a story (reading a book) to the class and sometimes end with a writing activity.

• Midterm Self Assessments

With the assistance of their teachers, all students (Grades 1-3) will develop their own written midterm progress report. Reports will emphasize strengths as well as areas where improvement is needed. Reports will be sent home with students. (In the event that a parent conference is desired, the teacher should write a note to that effect on the progress report and have the report mailed from the office.) This activity is a means of empowering students and making them more accountable for their own learning.

All students should be encouraged to write every day. The process of writing is more important than the product. Making mistakes is an essential part of the learning process. In the beginning, the emphasis of writing is on meaning and communication (worrying about spelling or grammar detracts from this). Students can spell the way they think a word is spelled and later read what they wrote to the teacher. Teachers can type the writing of beginning students using standard spelling if others will be reading it. Teachers are encouraged to engage in a variety of other meaningful writing activities in the classroom. These may include:

• Dialogue Journals

-students write in their journals about anything they wish

-teachers respond as authentically as possible, making comments and asking questions

-grammar and spelling are not corrected, but the teacher may use misspelled words correctly in the response

• Substitute Writing

-students use the patterns found in their favorite books but substitute characters or events with their own words

• Wordless Picture Books

-in small groups, students look at all the pictures in the book, page by page, and they dictate a story to go with the pictures

-students can draw pictures similar to the ones in the book and they create a story by writing about what is happening in each picture

• Old Books/Basals

-use library discards and basals which have good pictures to create new stories

-cover up the words of the story so that only the pictures can be seen by the students

-have students write or dictate their own stories about the pictures

- **Logs**

-students can keep individual or class logs, writing down their observations of plants growing, eggs hatching, or gerbils' daily activities

- **Talking Murals**

-speech bubbles are drawn above the heads of the characters

-students dictate or write in the speech bubble what they want the character to say

- **Peer Conferencing**

-peers read each other's work with the idea of "does this make sense?"

- **Book Making**

-some of the students' writing would be bound with attractive covers for the class library or for the students to take home

- **Class Newsletters**

-students in the classroom are assigned to be reporters

-student reporters research a subject and then write an article

-articles are edited by student editors and compiled into a class newsletter

-newsletters are sent home with the students

- **Classroom Mailboxes**

-set up a mail box in the classroom for each student

-students are encouraged to write notes or birthday cards and send to one another

- **Pen Pals**

-arrange for your students to write letters to penpals in another school or class

EVERY STUDENT MUST HAVE HIS/HER WORK
DISPLAYED IN THE CLASSROOM

MAKE ALL STUDENTS LOOK SMART EVERYDAY

Interdisciplinary Learning

With interdisciplinary learning, teachers select topics to study that are drawn from more than one academic content area. Therefore, they are referred to as thematic units or interdisciplinary units. The theme or unit then serves as the means by which students also learn language skills and critical or higher-order thinking skills. Interdisciplinary learning is a top-down, meaning-based approach that engages students in finding meaning first and then using language for purposeful self-expression.

Interdisciplinary learning is suitable for students at all grade levels. A course of study might encompass a whole year or shorter periods of time and enable ESL students to unite content and language learning in meaningful contexts and make connections across subjects.

At International HS several teachers lead students to explore the theme of "Visibility/Invisibility" through literature, science, math, and Outward Bound experiences. The literature they read and discuss includes such works as "Jabberwocky" by Lewis Carroll, "How to Eat a Poem" by Eve Merriam, *Ulysses* by James Joyce, and *Invisible Person* by Ralph Ellison. Students investigate how light bends and illuminates in science and math. Through Project Adventure, a course that involves Outward Bound exercises, they engage in group games, trust falls, and problem solving. As a result, they achieve academic growth, improve their communication skills, develop a sense of individual responsibility, and improve their ability to work with others.

Circumnavigation was the theme for seventh grade ESL students at Benjamin Franklin Middle School in San Francisco, California, during the 1992-93 academic year. In this case, students explored not only social studies but math, science, and language arts as they completed an imaginary trip around the world. This year-long unit is described on the following pages.

The Circumnavigation Project

Jennie Choy and Elaine To

Benjamin Franklin Middle School, San Francisco, California

The Circumnavigation Project we developed for our seventh grade beginning ESL classes was an imaginary trip around the world with visits to five countries and a trip along the Silk Route. It was an interdisciplinary unit of study involving social studies, language arts, math, and science. The major objectives of the project were to integrate the teaching of English language skills (listening, speaking, reading, and writing) with academic content and content-specific skills, e.g., reading maps and using reference materials. To accomplish these objectives, we drew on a wide range of topics and included a broad set of activities. The final product was student-made portfolios.

We selected the topic of circumnavigation for several reasons. First, the topic was broad enough to enable us to include a multiplicity of academic facts and skills as well as language and social skills. Second, many of our students are from other countries and have first-hand knowledge of what it means to travel. Third, middle school students have active imaginations and such a trip might be challenging, stimulating, and fun. Last, we thought trying a new approach would help us as teachers because we would have to learn along with our students. It also gave us a chance to integrate and incorporate the required curriculum in social studies and science. The Circumnavigation Project, then, would not be imaginary for us. We would be charting a new course, a very real journey for us professionally.

To begin, we identified a basic outline for each topic (country). We made sure we included the necessary social studies and science curricula and skills. We also included activities which drew upon language arts and math curricula and skills. The outline we developed appears in this chart.

The Circumnavigation Project: Basic Outline

Unit cover (illustration)

Itinerary (dates, times, and events)

Journal (daily entries and personal response)

Map Scale (chart of distances traveled from place to place noted in Map Distance (in inches) and Actual Distance (in miles)

Transportation Budget (date, method, miles, cost)

Food and Lodging Budget (date, breakfast, lunch, dinner, and lodging)

Map Skills (political and physical features, map symbols)

Information about....(expository reports, fill-in-the blank worksheets)

Inventors/Inventions

Portfolio Cover Sheet (self-evaluation)

Vocabulary Practice (alphabetical order, definitions, sentences, spelling tests)

Reports (book report, film summary)

Special Topic/Activity

Cultural Information/Items (expository reports, stories, poetry, historical events, current events, recipes, festivals)

Report (Best Method of Travel in...)

Self-evaluation (What I learned)

Next, we identified some specific requirements for the project. We wanted these requirements to be as "realistic" and "authentic" as possible to reflect the needs travelers have when they circumnavigate the earth. This chart describes them.

CIRCUMNAVIGATION OF PLANET EARTH EXPENSES

Maximum	**Expense**	**Kind/Category**	**Urban Cost**	**Rural Cost**	**Guidelines**
$ 700.00	Food	cook own		BKF $1 LCH $2 DNR $2	Each person must spend a MINIMUM of two (2) days at each category of restaurant/ food supply
		bargain restaurant	BKF $ 3 LCH # 4 DNR $11		
		luxury restaurant	BKF $ 8 LCH $15 DNR $27		
$1000.00	Lodging	camping/hostel	$20 per person/per night		Each person must spend a MINIMUM of two (2) nights at each category of lodging
		bed & breakfast	$40 per person/per night		
		luxury notel	$125 per person/per night double occupancy		
$ 800.00	Equipment	clothes (appropriate for weather) tent (if camping) sleeping bag (if camping or hosteling) backpack or luggage shoes			
$3500.00	Transportation				Each person must use a MINIMUM of four (4) methods of travel
$6000.00	Total				

With these requirements in place, we introduced the unit to the students. Passports and airplane tickets were needed, so we made them. Next, students were issued checkbooks and learned how to make entries in the checkbook record. Packing was the next item of business, so students inventoried the items they had and those they would need to purchase. They then researched the actual cost of the items they needed to buy and planned how to use their funds by using current catalogs and newspapers.

After a preliminary study of the world, using maps and tables, we were off!

The first stop was Japan. We traveled from Tokyo to Fugi-Yeshida to Kamakura to Utsunoniya and back to Tokyo while learning about the history, climate, and culture of the country. Facts were gathered; costs of tickets to Disneyland, of shopping in Mitsukoshi's Department Store and other expenses were calculated; and journals were kept. We did origami and wrote postcards and haiku. We read articles about Japan in local newspapers and interpreted them. We toured the Special Exhibit for Japan at the DeYoung Museum at Golden Gate Park, and the Japanese Center. We saw films, completed commercially prepared worksheets, read trade books, and consulted reference books. At the end of the first stop on our itinerary, students completed a self-evaluation, noting what they had learned and what they expected to be able to do on the next leg of the journey because of this experience.

At this point, the two of us wondered what our students had gleaned through this study of Japan and its customs. Because more than one student commented, "The Japanese children's faces look like our faces," we realized the facts they were learning were not just centered on maps, in pictures, and in words in books; they were something real. Undoubtedly, our interdisciplinary approach was working. We knew we could/should continue with the project.

By the end of the school year, our students completed the trip. Each country they studied gave them a variety of vicarious yet "real" experiences which they found exciting. The project motivated students' learning and gave them experience in working cooperatively, a skill we hope they will continue to use through the rest of their education and into adulthood.

Language Experience Approach

"Many students who attend Martin Luther King, Jr. Elementary School arrive at our door with little or no English skills. As a result, we are charged with providing them with a program which enables them to acquire the skills they need as effectively and efficiently as possible. To meet this need, teachers at King School design their own thematic units to engage students with authentic text and authentic purposes of communication.
Lessons within the units often follow a pattern of instruction which begins with the students and teacher sharing an experience and noting vocabulary or language structures needed to share information orally, drawing upon their prior knowledge through such events as making predictions or sharing ideas. Students then dictate text which is guided and recorded by the teacher who assists students to make additions and corrections to the text. Students then use the text as a point of discussion and language learning."

Jennifer Hixson
Multicultural Program Director
Martin Luther King, Jr. Elementary School
Urbana, Illinois

The language experience approach, with its basic ingredients of experience and language, is appropriate for students of any age. As students draw on their experiences to create texts, language becomes meaningful to them. Since the products reflect their backgrounds, cultures, and current English skills, they assume ownership of the subject, vocabulary, and grammar as they work with the language (Rigg, 1989). As students discuss their experiences and dictate the language to be recorded, the teacher becomes a guide or facilitator, one who listens more than talks. Throughout, the teacher makes every effort to maintain an environment in which the students can try out what they want to say and how to say it.

At Martin Luther King, Jr. Elementary School in Urbana, Illinois, a first grade ESL class was studying air in a four-part science unit. The lesson had both content and language objectives as students made observations and learned new vocabulary. The cooperative activities and language experience information the teacher had recorded helped students understand science concepts and language structures. Through these activities, they named objects, made predictions, performed experiments, and described what happened. They dictated text which the teacher recorded on chart paper. This material then formed the basis for the further development of content and language skills. This unit is described on the following pages.

AIR: A Four-Part First Grade Science Unit

Jennifer Hixson
Urbana School District #116, Multicultural Program
Urbana, Illinois

Learning Outcomes:

Air is something.

Air is everywhere, even in some rocks.

Science Vocabulary:

air bubble(s) space push

ESL Vocabulary:

Part I	**Part II**	
plastic bag	blow(ing)	
rocks		glass
water		straw
in	inside	
	outside	

Part III	**Part IV**	
aquarium	rock	
glass		sandstone
paper towel		
wet		
dry		
out		

Materials:

Part I

plastic bags, rocks, water

Part II

soap bubble solution, straws

Part III

aquarium, glass, paper towel, water, tape, cut off 1 gal. plastic jugs, small glasses

Part IV

aquarium, water, sandstone rock

Part I

1. Show students the empty plastic bag and have them feel it.

2. Put some rocks in the bag and have students feel it. Ask, "What's in the bag?" Repeat, using water.

3. Wave the bag in the air to put air into it. Again, let students feel the bag. Name what is in it.

4. Ask, "Is there air in the library; other parts of the school?" Divide students into small groups and have each collect air around the school. Tell them to hurry back to the classroom with it.

5. Model how to write up the experiment using pictures and words.

Part II

1. Tell students to put their hands on their chests, take a deep breath, and then breathe out. Ask, "What goes in when you breathe in; when you breathe out?"

2. Distribute the bubble solution and straws. Have students blow bubbles. Ask, "What is a bubble?" Draw a bubble on the chalkboard. Ask, "What's outside the bubble; what's inside?" Have students blow some more bubbles and ask, "What are these bubbles made of?"

3. Have students help you write up the experiment.

Part III

1. Show students the glass and the aquarium with water in it. Ask, "What's in the glass?"

2. Crumple the paper and tape it to the bottom of the glass. Ask, "If I hold the glass upside down and put it in the water, will the paper get wet?" Invert the glass and put into the water. Show students the dry paper and ask, "Why is it dry?"

3. Repeat the demonstration, this time tipping the glass slightly. Ask, "What did you see? What are the bubbles made of? Where did the air come from?"

4. Distribute the cut off 1 gal. plastic jugs, small glasses, pieces of paper towel, and tape and have students repeat the experiment.

5. Discuss how the water pushes the air out of the glass and then write up the experiment with the students.

Part IV

Show students the sandstone rock. Ask, "Is there air in this rock?" Next, put the rock into the aquarium filled with water. Discuss what students see and why. Then write up the experiment.

Making Content Accessible

Teachers modify content to make it accessible to ESL students through contextualizing, varying tasks during a class period to accommodate students' diverse learning styles, referring to concrete objects, organizing content into chunks, and writing what they say on the chalkboard. For example, teachers contextualize by surrounding content with informative input. This may mean using pictures, real objects, or visuals. Or they may draw on background knowledge that is familiar to the students or refer to shared experiences.

At Pittsburg HS, students in a beginning ESL class were studying businesses and occupations. The teacher drew upon their knowledge of the immediate community to identify local businesses and the employees' occupations and responsibilities. During discussion, if a student had trouble recalling information, the teacher or peers supplied clues such as "It's at the corner of Railroad Avenue and Arkansas Avenue" or "It's what Mr. Gomez does."

Teachers can also make content accessible to ESL students by modifying the language they use when presenting information. This means they speak more slowly, stress key words, paraphrase, extend student utterances, and give examples.

At Montgomery Blair High School in Silver Spring, Maryland, a mixed-grade physical science class of level II, III, and IV ESL students planned to perform pendulum experiments. Before moving into the experiment, the teacher reviewed the equipment students would need, stressing key words. The dialogue went like this.

Teacher	***Students***
Why is it called a **c-clamp**?	It looks like a "C."
Why is it called a **utility clamp**?	It can be used for lots of purposes.
How do you open it?	You open the jaws by turning this.
What does it look like?	A pair of wings.
Right, it's called a **wing nut**.	

Immediately following this exchange, the teacher reviewed definitions of the key words and wrote them on the board. Then he had students write the words and the definitions at the top of their papers. By stressing key words, this teacher helped the ESL students understand content and vocabulary.

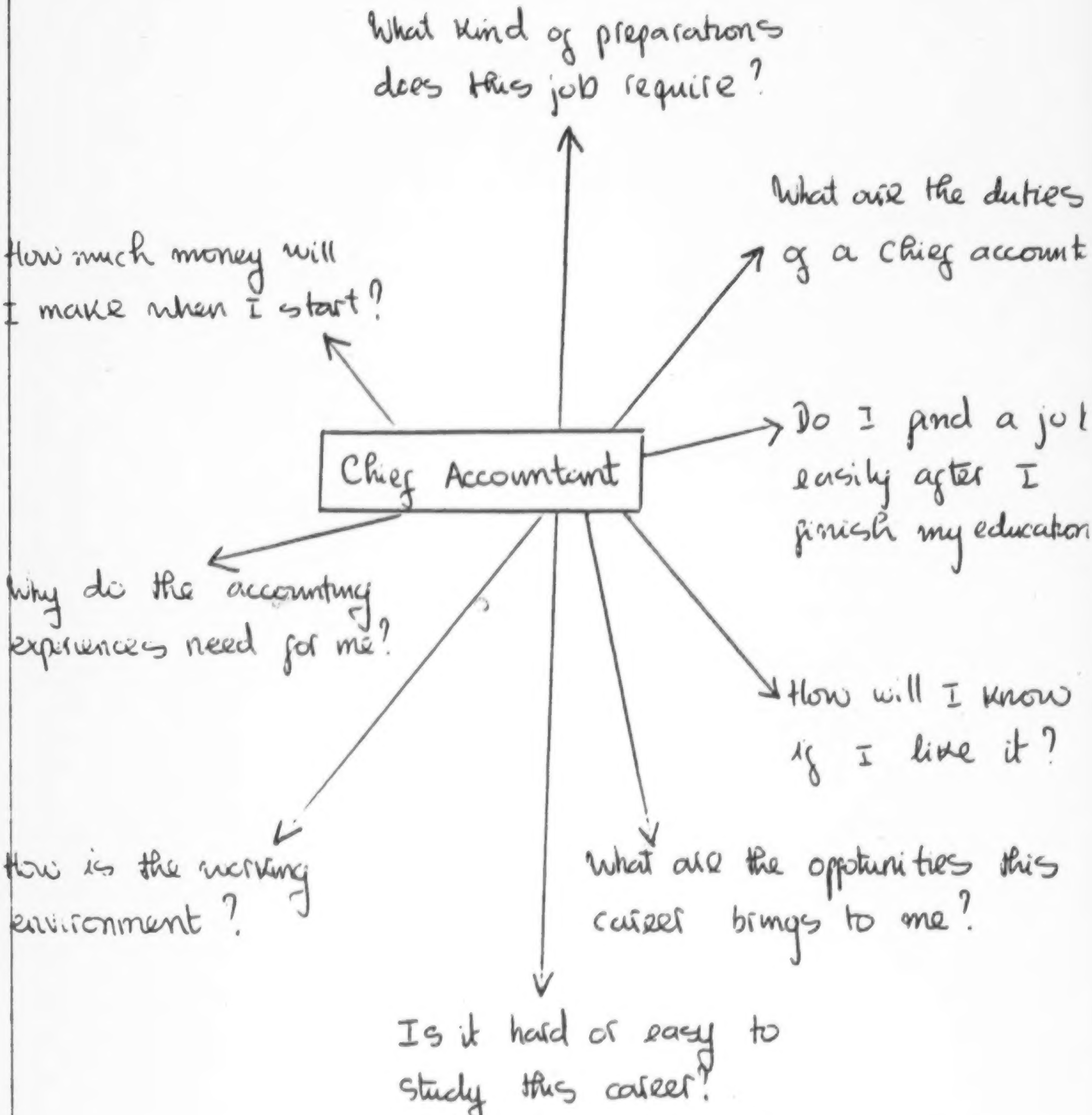
Gestures, facial expressions, and demonstrations are other devices teachers use to help students learn content. They also use graphics, charts, overhead transparencies, and techniques such as semantic mapping and webbing.

At J.C. Kelly Elementary School in Hidalgo, Texas, fifth grade students looked at a drawing of a tree containing word stems (on the trunk), prefixes (on the branches to the students' left), and suffixes (on the branches to the students' right). This graphic simplified complex orthographic information and made its structure comprehensible.

Semantic mapping was used in many schools. Elementary teachers used the technique in science and social studies classes to help students see relationships between concepts. At the high school level, a teacher in the Personal and Career Development Program at International HS required students to make a semantic map to display the questions they wanted to ask about their career choices. One student's map (see page 68) illustrates how aspects of her skills, experiences, and education affected her career choice, content of a very personal nature.

Part 2

Semantic Map


What kind of preparations does this job require?
What are the duties of a Chief account
How much money will I make when I start?
Chief Accountant
Do I find a jo easily after I finish my education
Why do the accounting experiences need for me?
How will I know if I like it?
How is the working environment?
What are the opportunities this career brings to me?
Is it hard or easy to study this career?

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Conclusion

ESL and content teachers who work with students of limited proficiency in English select from a wide range of instructional approaches and activities to help them learn academic content and language. Whether they favor cooperative learning and the whole language approach or emphasize reading and writing activities, they make content accessible to the students by modifying the language of instruction. In the classrooms we saw, teachers artfully selected from these tools in sculpting instruction to accommodate the diverse needs their ESL students exhibited.

Chapter Seven:
Supporting Students' Native Languages and Cultures

The Learning Gate

Do you like what you see
Every time you look at me?
My full lips
broad nose
smooth ebony skin
crinkly hair
My smile within?
My name may be
Aukram
or
Imam
or
Nia, Takla
Nefertitti
or
Hassan.
But whatever my name
and the history it brings,
How will you teach me,
If you don't learn the
rhythms I sing?
'Cause if you don't know
what is special to me,
How will I learn from 9 'till 3?

What I am
What I do
How important is it to you?
I want to see myself in the
classroom we share--
So please make sure my
culture is there.
My history is long
of it I am proud
So please help me
sing it
play it
read it out loud!
Help me to know
my roots are deep,
Help me discover
the knowledge I seek.
My body is small - but my
mind is great.
So help me today
'Cause you are the keeper
of the Learning Gate

Carol Cornwell

In *The Tongue-Tied American,* Senator Paul Simon described the United States as "linguistically malnourished" (Simon, 1980, p. 5, cited in Christian, 1994). Over a decade later, the country's citizenry is still incompetent when it comes to languages other than English. We neither recognize the benefits of multilingualism nor capitalize on the rich language resources we have in the many speakers of languages other than English who live in this country. But we adhere to nationalism and ignore our multicultural heritage at our peril.

As a nation of immigrants, we are linguistically and culturally diverse. As human beings, we need food, water, air, and shelter to survive. But as cultural beings, we need the richness of our aesthetic, intellectual, ethnic, social, religious, linguistic, and cultural differences to thrive, to get along, and flourish. As Wong-Fillmore (1993) has noted, we may find it *easier* to be with people who are very much like we are, but it is more *interesting* to be with people who are different. We need to understand and appreciate each other's differences in order to develop healthy human relationships and strong self-images. Students in today's public schools are tomorrow's national resources. Unless we recognize the value and promote the development of native languages and cultures, we will squander valuable resources at a time when we need all we can muster.

In this chapter, the benefits of bilingual education are discussed as it affects language majority and language minority students. Also discussed is what teachers in the 20 site schools are doing to support their students' native languages and cultures.

Benefits of Bilingual Education

Researchers note that bilingual students perform academic tasks as well as or better than monolingual students (Barfield & Rhodes, 1993; Willig, 1985, cited in Krashen, 1991). Bilingualism has a positive impact on a variety of intellectual skills, including cognitive flexibility and linguistic awareness (Hakuta, 1990). It also results in enriched cultural attitudes and increased self-esteem.

For language minority students, bilingual education provides additional benefits:

- Maintenance of the native language enables parents to communicate with their offspring about social and academic matters. When children are immersed in English-only classes and drop their native language, parents have trouble communicating with them. While most parents want their children to learn English, they do not want them to do so at the expense of their native language. By developing students' native language proficiency, educators promote communication among family members, thus averting problems that might otherwise surface (Wong-Fillmore, 1993).

- Students benefit from an additive bilingual environment that fosters development of a second language while they are developing proficiency in the native language, as opposed to a subtractive environment in which students reduce or completely lose the native language in favor of the second language.

- Academic knowledge acquired through the native language does not disappear once the child begins to learn English. Students who acquire content knowledge in their native language build concepts and skills that help them keep pace with their fellow students while they learn English. Moreover, when they receive content-based English instruction, they can attach the English vocabulary to already familiar concepts.

Despite these benefits, schools are often reluctant to offer bilingual education to language minority students for several reasons. Often there is a shortage of trained bilingual teachers and support staff. With the exception of Spanish language texts, there is a dearth of instructional materials in the students' native languages. Moreover, some schools with large numbers of multilingual students lack the number of students of one language background needed to create a full bilingual class. For some schools the desire to help students learn English as quickly as possible so they can join mainstream educational programs mistakenly leads them away from bilingual education. Sadly, few efforts are under way to provide alternative instructional support in students' native languages.

Even when a school cannot afford a bilingual education program, it can provide a supportive environment that nurtures students' native languages and cultures, such as classrooms in which children are encouraged to speak and write their native languages and share their language and cultural heritage with peers. Even monolingual English speaking teachers can provide such environments by promoting the use of native languages and peer interpretation in class when necessary, including cultural and historical information in lessons, and inviting guest speakers to class. In-class libraries can even include books in students' native languages.

Supporting Students' Native Languages: Examples from the Site Schools

The site school visits confirmed the advantages of teaching academic content with native language support. Whether this support was provided by classroom teachers or instructional aides, the consensus was that language minority students learn content most efficiently in classrooms where such support is present.

In 1993, 38 native languages were spoken by students attending The International High School at LaGuardia Community College in Long Island City, New York. While most faculty members were bilingual, they did not collectively speak all of the students' native languages. Instead, students worked together in cooperative groups in which peers provided native language support. The faculty's support of native language use was also evident in activities such as informal conversations around subject matter concerns or students' personal interests. For example, if a group of students was interested in a topic and a staff member was available, an informal discussion group was formed and discussion took place in the students' native language. In this way, they enriched their native language and derived support from the school's implicit validation.

At Woodrow Wilson Middle School in Dorchester, Massachusetts, students and teachers in the bilingual program speak French or Haitian Creole (Kreyol). Subject matter instruction is typically delivered first in French, then Kreyol, then in English, or in a combination of these languages. Teachers and students move easily from one language to another. In content classes, students are encouraged to use their native language if they are uncertain about English.

At Hazeltine Elementary School in Van Nuys, California, students come from many different language backgrounds. (At the beginning of the 1993-94 school year, students spoke 28 languages. The languages spoken by most students were Spanish, Khmer, and Armenian.) By contrast, the teaching staff is made up primarily of monolingual English-speaking teachers. In order to provide students with some native language support, the program has three instructional aides, each of whom speaks one of the three native languages. In addition, there is a monolingual English-speaking aide. In the classrooms, these aides interpret when necessary and offer students assistance with native language literacy as well as English language development. Children also act as resources for one another when necessary.

Supporting Students' Cultures: Examples from the Site Schools

In pondering how to support students' diverse cultures, school-wide celebrations and festivals come first to mind. These events offer students, teachers, parents, and other community members opportunities to share cultural information. Stories, poetry, music, dance, and food are staples at such activities. For example, students at Highland High School in Albuquerque, New Mexico, hold a week-long celebration each year. In 1993, the festival featured Vietnamese, African-American, Navajo, and Chicano cultures. See page 74 for the calendar of events for October 1993.

School-wide cultural efforts are valuable because they offer all students opportunities to learn about other cultures. However, these activities are not enough to sustain native cultures or develop a lasting understanding or appreciation among students. In some schools, teachers and administrators have made the effort to move away from an emphasis on simply celebrating the outward appearance of culture with costumes, decorations, and food, and toward a strategy of drawing on students' cultural values and incorporating them into instruction.

For example, at Highland HS, a social studies class was discussing the role of the President of the United States. In an effort to help students understand the power of the President, the teacher asked them to compare the role of the U.S. President with the roles of leaders in other countries.

An excerpt from the classroom:

Teacher: What can I say about the President (of the U.S.), when I say he's the strongest man on earth?

Student: He can tell other countries (how to act) under his control.

Teacher: Canada? China? Thailand?

Student: Puerto Rico.

Teacher: You got me there!

At Yung Wing Elementary School PS 124 in New York City, all the students are of Chinese origin. At the time of the site visit, a sixth grade math class was studying symmetry. To illustrate the concept, the teacher used the symmetry present in Chinese characters as an example. As a result, the students' grasp of the Chinese system of writing contributed to an enlarged understanding of a cross-cultural concept.

Unity Through Diversity: A Week of Celebration at HHS

October 18-22, 1993, is Unity Week at HHS. The idea was generated by students as an outgrowth of the Mike Smith workshop and PRIDE program. Teachers who wish to take classes to the programs below can sign the posters on the teachers' lounge wall.

Jambo
Africa

	Monday 10/18	Tuesday 10/19	Wednesday 10/20	Thursday 10/21	Friday 10/22
Period 1					
Period 2	"The Folklore and Music of Vietnam" Tom Hua - HHS E.A. will speak and sing Doug Johnson - HHS teacher will play guitar * Lecture Hall*		Ballet Folklórico - director, Marcella Sandoval - AHS' Dance presentation * Performing Arts Center *	"Anglo and Women's Contributions to New Mexico" speaker Dr. Che l Foote * Lecture Hall *	
Period 3	Guten Tag Germany	Ballet Folklórico - director, Kathy Sanchez - Dance presentation and audience clinic * Performing Arts Center *	"Reaffirmation of African-American Spirit" Diane Sanders - presentation of African music and poetry * Lecture Hall *	Dineh - Tah Dancers, director HHS student Shawn Price Navajo tribal dance group * Performing Arts Center *	"Stories From Around the World — The Never Ending Story" storyteller, Kathy Claus * Lecture Hall *
Period 4		"Vietnam: Comparing and Contrasting Culture, Language, Customs, and Clothing with the USA" Yen Uyen, Program Specialist for Social Services - Bring questions - * Lecture Hall *			LUNCH FRIDAY: INTERNATIONAL FAIR All clubs and organizations may sell food, items, games. Entertainment will be on-going.
Period 5		"Jemez Pueblo: Life and History" speaker - Paul Tsosie - governor of Jemez Pueblo * Lecture Hall *		"Overview of Chicano History" Juan Jose Pena, supervisor of court interpreters US District Court + professor Spanish + Chicano Studies, NM Highlands Univ. * Lecture Hall *	
Period 6	"Self-Esteem Among Minorities" - speaker, Lester Lewis, TVI administration speaking about peer pressure and gang involvement * Lecture Hall *	"Folklore and Folk Literature of New Mexico" Traditions, sayings, expressions of our state. speaker, Mr. Jim Sagel, Espanola NM * Lecture Hall *	ANNOUNCEMENTS EVERY DAY: TRIVIA CONTEST in 3 Languages Winners get coke + pizza at lunch at gym snack bar.		

If you sign up to bring your classes, teachers, please accompany them.
A list of videos that will be shown over the in-house TV system will be out soon.
If you have questions or concerns, see Doug Johnson or Ann Piper.

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At Gabe P. Allen Elementary School in Dallas, Texas, the school day begins with morning announcements, the school pledge, and the Pledge of Allegiance over the public address system. Each day one or more of the students (almost all of whom are Mexican Americans) participate in this routine by reading an excerpt from a text or a student essay about an historical event or person associated with their native culture. Attention paid to important contributions of the students' cultural group engenders respect for the students and their native cultures among all students.

"If there are any tribal members who can really save the program [of language renewal], they are the elders. These are people who may be in the sixty to eighty year old range who have actually spoken the language fluently as children and who fully participate in the ways of the tribe. They still know the ceremonies and are the most valuable elements in any language renewal program. The secret is to get them to work with young children. They can teach them to speak the language."

St. Clair, R. "What Is Language Renewal?" in *Language Renewal among American Indian Tribes: Issues, Problems, and Prospects.* R. St. Clair & W. Leap (Eds), Rosslyn, VA: National Clearinghouse for Bilingual Education, 1982., p.8.

At Loneman School in Oglala, South Dakota, aspects of the Oglala Sioux Tribe's culture permeate each and every school day. Upon arrival, students see a number of stunningly beautiful oil paintings that depict the Lakota Sioux past. These paintings in the foyer and hallways of the school are constant visual reminders of the Lakotas' respect for nature and the tribe's traditions. In like manner, teachers, instructional aides, and other staff, almost all of whom are Lakota, use the Lakota language and tribal stories in their lessons. Native Americans consider these stories and legends vehicles for passing on tribal knowledge and behavior and, at Loneman, such traditions are taken seriously.

Teachers of language minority students should be sensitive to their students' cultural values and practices. At White Elementary School in Detroit, Michigan, the majority of the language minority students are Arab. In addition to holding a week-long celebration of Arab culture, the ESL teachers on the staff serve as intermediaries and as interpreters of this culture for their colleagues. If a teacher has trouble with one of the students, and this is a rare occurrence, she feels free to contact an ESL teacher for assistance. For example, a common practice in the Yemeni community is early arranged marriages. During the site visit, a native English-speaking teacher called on a colleague of Arab origin to explain an appropriate way to discuss this topic in class.

Conclusion

There is a growing body of knowledge to support what researchers, teachers, and parents have believed all along: Students learn content better if their native language and cultural values are not ignored in the process. It is often better for students to encounter concepts and principles with the support of a language they know well than to struggle with concepts and a new language simultaneously. Bilingual education adheres to this notion, and students benefit from teachers' sensitive use of their languages and cultures.

Schools have a responsibility to support and build on the richness of students' cultural backgrounds. The world today is multicultural and interdependent. It is no longer feasible to hold isolationist views: Cooperation and harmony are demanded, not only neighbor to neighbor, but country to country.

As students construct knowledge, they draw upon both their native language and cultural heritage to make sense of the world. Although language minority students may use language in ways that differ from mainstream English-speaking students, in a country that adheres to the principle of equitable education, it is just as important to value these students and the linguistic and cultural resources at their disposal, as it is crucial to acknowledge native English-speaking students and their backgrounds. Thus, students' languages and cultures contribute to their cognitive growth rather than becoming sources of cognitive dissonance and delayed accomplishment.

If students' native languages and cultures are valued, they will face the future more confidently. They are more likely to develop to their full potential when their linguistic and cultural knowledge is not viewed as a disadvantage or a liability. In this light, multilingual and multicultural students can be seen as an investment in the economic and social welfare of our country's future.

PART THREE: SUSTAINING THE PROGRAM

Chapter Eight: Assessing Student Progress

Educators assess students for many different purposes. In terms of instruction, teachers assess students to identify what they know and do not know, to group them for instruction, to monitor their progress and achievement. Administrators use assessment for purposes of accountability, that is, as a basis for rewarding schools or school systems for their educational efforts.

"Assessment — the gathering and interpreting of information about students' knowledge, achievement, and accomplishments in relation to an educational goal or goals — must be appropriate for the learners being assessed. Thus, assessment systems must be designed with the whole learning experience — including both linguistic and academic components —of each group of students in mind. In a multicultural, multilingual society, assessment policies must seek excellence and equity simultaneously, or they will accomplish neither."

(Lacelle-Peterson & Rivera, 1994, p. 57.)

In traditional ESL classrooms, the emphasis is the development of language minority students' English proficiency, and their assessment often takes the form of oral proficiency tests, for example, oral interviews and story telling. In oral interviews, items deal with such situations as giving directions with a map, describing a particular place, or narrating a sequence of events. In story telling, students may be asked to retell a familiar story in past tense. The student's oral production is scored with reference to criteria of content accuracy and pronunciation, and accent, grammatical accuracy, vocabulary, fluency, and the like.

In content-based classrooms, whether taught by ESL or content teachers, topics that complement or reinforce mainstream course instruction are emphasized. Students use English to solve problems, make comparisons, or otherwise engage in meaningful conversation. In these classrooms, instruction involves both content and language. Thus, assessment in this environment should tap both content knowledge and language skill.

Many educators use standardized tests for assessment. Standardized tests, particularly the familiar paper-and-pencil multiple choice tests, are useful for comparing the performance of different groups of students. Language minority students, however, are in a double bind when taking these tests: they must grapple with both the content and the language of the test simultaneously. In addition, timed testing conditions make it hard for students to demonstrate what they know.

Students may also have difficulty with the format of a standardized test because the test booklet and separate answer sheet may be unfamiliar. Additionally, short answer or multiple choice questions do not give students the opportunity to demonstrate their depth or breadth of knowledge or their ability to apply this knowledge in problem-solving situations or creative ways. Finally, test items may be biased, reflecting mainstream American culture and learning styles that are unfamiliar to language minority students (Damico, 1991; Neill & Medina, 1989). Overall, standardized tests frequently do not give accurate information about students' content knowledge or language abilities.

By comparison, alternative assessment forms, including performance-based tasks, portfolios, journals, projects, and observation checklists, more accurately reflect students' progress in content and language. As Herman, Aschbacher, and Winters (1992) point out, alternative assessment enables students "to perform, create, produce, or do something" in the context of "real-world applications" (p. 6).

In this chapter, assessment procedures are described that are commonly used by administrators and teachers to evaluate student progress and achievement. Examples are provided of how content-ESL teachers in the site schools use alternative assessment, and the standardized tests used in these schools are described.

Survey Findings

At the program level, administrators prefer grades, standardized language tests, and standardized content tests as indices of success. At the course level, teachers use informal questioning, teacher-made paper-and-pencil tests, student projects, and quizzes more frequently than they use journals, compositions, and simulations or oral reports.

One interesting finding from these data is that about half of the surveyed administrators and teachers use portfolios as assessment measures, though we have no information on how the portfolios are defined or how their contents are weighted.

Site School Examples

Alternative Assessments

Across all levels, many content-ESL teachers draw upon alternative assessments to evaluate the progress of their students in English language skills and content knowledge. These assessments may take the form of portfolios, student projects, or checklists. In addition to these tools, teachers also depend on informal techniques such as classroom observation or performance-based assessment to monitor students' accomplishments.

Portfolios

Portfolios are tangible records of a student's skills in a particular subject area. They can be maintained for math classes, language arts classes, science classes--practically any school subject. They are suitable for use with very young and older students. They may contain a variety of student-produced materials, such as journal entries, maps, essays, reading lists, homework assignments, and standardized test scores. They may contain ingredients such as first drafts and final products, as well as examples of incomplete or unsatisfactory work with student comments on how it might be changed or improved. The chief advantage of portfolios is that they demonstrate progress over time.

Name: __________ Date: __________

FOR THE PORTFOLIO

I chose this piece because

____

I think it shows my progress because

____

If I were going to redo this piece now, I would

____

____

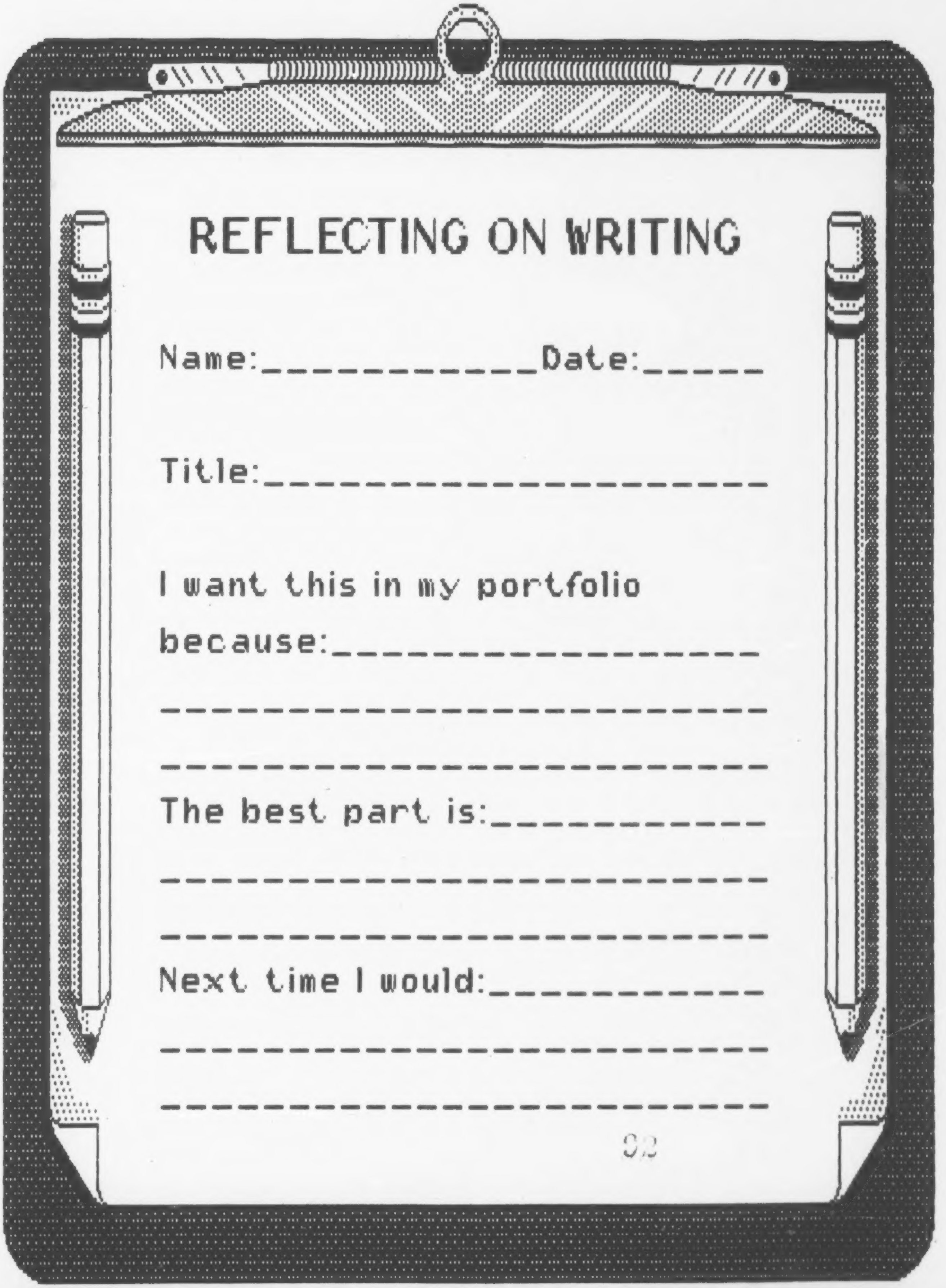
Hazeltine Avenue Elementary School
Van Nuys, California

Third graders at Hazeltine Avenue Elementary in Van Nuys, California, maintain portfolios in their ESL classes to demonstrate how their English writing skills improve during the year. They include only finished writing products and commentaries about their works-in-progress. For example, during our visit, class time was devoted to writing about the topic of change. At the end of the period, students used the portfolio justification form, Reflecting on Writing, to comment on what they had written (see the form on the following page). In this program, fourth, fifth, and sixth graders maintain three portfolios, one for language arts, one for math, and one for an additional subject of their choice. These are stored on a table in the back of the classroom. Before an item is placed in the portfolio, the student writes a For the Portfolio justification for its inclusion (see box).

All students at Benjamin Franklin Middle School in San Francisco, California, maintain portfolios. Portfolios are kept for each mainstream class, and each student also maintains a portfolio in the main office. Students use the portfolios in the office to monitor their progress on long-range projects and to reflect on and evaluate assignments. By the end of the year, these portfolios have become learning resumes. Grade 7 ESL students also maintain portfolios in social studies and science as they complete a year-long interdisciplinary unit, The Circumnavigation Project (described on pages 58-61).

At The International High School in Long Island City, New York, grade 10 students complete interdisciplinary units on motion and "Visibility/Invisibility" through literature, science and math and challenging experiences in physical education (see pages 48-49).

At the end of this unit, students compile portfolios of personal statements and other materials to demonstrate their mastery of the ideas covered in class. In the personal statement section, they comment on their language and communication skills, individual and group work habits, academic growth, and overall progress. In the mastery statement section, students complete a word association exercise and a reflection activity. The portfolio also contains a set of evaluation guidelines used by students, their peers, and instructors. Instructors use the guidelines to evaluate each student's work, including attendance, productivity, understanding of the classwork, ability to work with others, concentration, and growth in communication (see pages 81-85).



REFLECTING ON WRITING

Name:____________Date:_____

Title:______________________

I want this in my portfolio

because:___________________

____

____

The best part is:____________

____

____

Next time I would:___________

____

____

Portfolio: Visibility/Invisibility Part I

Name:______________________

Please indicate your attendance in each class, and the number of activities which you have completed, and the completed activities/projects which you are including in your portfolio:

Literature: Absences: ______ Latenesses: _____
Number of activities completed _________
Activities included in this portfolio:

Math / Physics: Absences: ______ Latenesses: _____
Number of activities completed _________
Activities included in this portfolio:

Project Adventure: Absences: ______ Latenesses: _____
Number of activities completed _________
Activities included in this portfolio:

You should include your chapter on *The Eye and How You See.*

Please write about your progress. Your portfolio will have both a personal statement and a part that demonstrates your mastery of the ideas in motion class.

Personal Statement:

A central goal in *visibility/invisibility* is for you to be aware of your personal strengths, areas of difficulty, and your goals. Your goals should relate to both strengths and areas of difficulty. In each of the following categories state your ***strengths***, your ***areas of difficulty***, and ***your goals***.

- Language growth/communication skills
    - *Strengths, Goals*
    - *Areas of difficulty, Goals*
- Working individually/individual responsibility
    - *Strengths, Goals*
    - *Areas of difficulty, Goals*
- Working with others/your role in groups
    - *Strengths, Goals*
    - *Areas of difficulty, Goals*
- Working with adults
    - *Strengths, Goals*
    - *Areas of difficulty, Goals*
- Academic growth
    - *Strengths, Goals*
    - *Areas of difficulty, Goals*
- Overall progress
    - *Strengths,*
    - *Areas of difficulty,*
    - *Major Goals*
        - *What are you going to work on?*
        - *Discuss the steps you are going to take to accomplish these.*

Mastery Statement:

Visible
Hidden
Ignorance
Invisible
Abstract
Understanding
Perception of Pattern
Unconnected

Imagining
Cause
Effect
Unknown

External
Mystery
Visualizing
Microscopic

Random
Order
Internal
Chaos

Macroscopic
Internal
Concrete

Group these words into categories.

Explain your categories.
Why did you place those words together?
How are words in each category similar?
How are they different from words in other categories?
What are the important differences within the groupings?

Are there any words which you could not place in your groupings? Explain.

In your classes you have done the following activities:

Literature	*Science/Math*	*Project Adventure*
Music Project	*Illusions*	*The Ideal Person*
Jabberwocky	*The Eye*	*Class contract*
Ulyses	*BB's Molecules*	*Trust Falls*
Invisible Person	*Time*	*Group Games*
How to eat a poem	*Cents/Patterns*	*Problem Solving*
	Bending light	

Pick two activities from each discipline (class) and list which words describe the activity and its purpose most clearly. In a few sentences explain how the activity reflects these words.

When words come from more than one category, explain why.

Use as many pages as you wish to answer these questions.

3

Evaluation Guidelines

Reader's Name: ______________________

The following categories and descriptions were generated by the Motion class to be used in self, peer, and instructors' evaluations. For a person to deserve an A in classwork or portfolio, they should be an A in most of the categories, not necessarily every one. For a person to deserve a B, they should be a B in most of the categories. They may be an A in some and C in some.

Classwork:

Attendance, lateness

A None except for emergencies
B 2-3
C 4-6
D 7-8
N.C. 9 or more

Mark________

The amount of work completed

Has completed _________ activities.
A 14-15 activities
B 12-13 activities
C 10-11 activities
D 8-9 activities
N.C. not acceptable

Mark________

Understanding of classwork

Can explain almost all of the work to others
A almost all of the time
B most of the time
C sometimes yes, sometimes no
D rarely, needs improvement
N.C. not acceptable

Mark________

Working with others

Leader, supports others, helps others
A almost all of the time
B most of the time
C sometimes yes, sometimes no
D rarely, needs improvement
N.C. not acceptable

Mark________

Concentration

Works on activities, does not fool around
A almost all of the time
B most of the time
C sometimes yes, sometimes no
D rarely, needs improvement
N.C. not acceptable

Mark________

Communication growth

Progress in the ability to write, speak, and understand English, or consistent mastery
A excellent
B good
C fair
D poor
N.C. not acceptable

Mark________

Classwork Mark: ______________

Portfolio:

Personal Statement: Explains clearly and completely.	Mark______
Mastery Statement: Explains clearly and completely.	Mark______
Gives specific examples from activities in the program.	Mark______
Shows what the person has learned.	Mark______
Is well organized.	Mark______
Is neat and easy to read.	Mark______
Explains the connections between classes.	Mark______

Portfolio Mark: __________

Personal Comments:

Beyond this evaluation, please comment on strong points, areas for improvement, and personal reactions from working with the person.

Classwork: __________ *Portfolio:* __________ *Final Mark:* ____________

Student Projects

Student projects allow them to present what they know about a topic or subject area in greater depth than most tests allow. Students may write a report, an essay, or a poem. They may complete research reports or visual displays. The point is that projects, whether completed by individuals or groups, give students time to prepare and demonstrate what they know in a way that integrates knowledge from allied sources.

As described earlier (see Chapter Six, *Selecting Instructional Approaches and Activities*), all students at The International HS complete a three-year personal development and career course. As part of this course, students are required to compile a career choice project. Through this project, students investigate a career by defining their personal dreams, identifying the job requirements and advantages of their choice, conducting an interview with a person in the position, and then reflecting on their internships and project experiences. (See the following pages for one student's career choice project).

Career Choice Project

Class: American Dream

PCD

Teacher: Claire Sylvan

By: Tina Pang

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What is my dream?

In my life I have few dreams. The most important dream is to first become a college student, and study hard to become a kindergarten teachers. I have made this my dream for several reasons. The reason is that I am very interested to take care of children and I also like to work with children. When I think about it, I feel scare, because I know is very different to become a kindergarten teacher, because it need a good English skill. And other problem is that I don't know my family they have enough the money support me to go to college or not. May I just need to work hard, and try my best. Then my dream will come true.

I also have other dream is to have a good relationship with my family. I have a big family. There are seven people. My parents, my three sisters, and my brother. We doesn't have good relationship with each other, because everybody were very busy. I don't have good relationship with my parents. My parent they have to work. After they come home, they are tried, so I never have a chance to talk with them. When I were in my country, my family and I have a good relationship. But then we move to U.S.A. And we doesn't have a good relationship. Now I need to spend more time with my family and talk with them, and have a good relationship with them.

I think this dream have be change, because we move to United States. I will try my best to be with my family, and help them to solve they problem.

03

What kind of skill do I need?

What experiences did I need to have?

How much education did I need?

What kind of preparation does this job require?

What subject did I need to study for this job?

How much money do I make for each month?

How many hours do I need to work?

Question

1. What is a salary range?
A. $15,000 to $35,000 per year depending on experience location, and accrued continuing education credits.

2. What subject did I need for this job?
A. Teaches basic skill in Language, Science, Math and Social Studies to elementary students.

3. How many hours do I need to work?
A. Elementary school teacher work about thirty six and a half a week in their classroom.

4. How much college do I need?
a. To become pubic school teachers, student must complete an accredit four year or five year program of study or complete an alternative certification program leading to a bachelor's or a master's degree.

Career Research

My career is a kindergarten or Elementary School teacher. Elementary school teacher work to each children how to read, and how to write, also have a figure with number. Become a teacher basic skill in Language, Science, Math and Social Studies to elementary students.

To become publica school, student must complete an accredited four year or five year program of study or complete an alternative certification program leading to a bachelor's or a master's degree. Elementary school teachers work about thirty six and half a week in their classroom. They have recess and lunch duty during the day. Teacher have about three hours of time during school hours in which they may prepare lesson, grade papers, make report, attend meetings, and obverse the often school activities of student. These activities can extend a teacher work week to forty six or more hours.

Many school systems have new, well lightens, well heated building. They are the work of architects school staff, and school boards. They have the latest equipment to encourage learning. On the other hand, many school system can't afford new buildings, and equipment. Some teacher may work in crowded, poorly, and poorly wentilated rooms. They may have little in the way of teaching aids. Teacher they have access to slide projectors, videotape, records, records players, computers, and television sets. The extent of this equipment depends on the school district in which the teacher work or on their requests for these aids.

Become a teacher, the salary range is $15,000 to $35,000 per year depending on experience location, and accrued continuing education credits.

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TINA's Chart

Interests	Abilities	Values
writer diary	Taking care of children	help people
listen music	Cooking	family
playing piano	writting	Friendship
travel	Good with number	Music
cook	Word - Processing	Education
writer letter	bilingual	Culture
read book		
playing computer		
help people		

name Tina Pang

Today you will think about your considerations in choosing a career.

I. Write a list of the criteria you use in choosing a career. Think about how you would like to spend your time on the job; the skills you would like to develop; the environment you would like to work in; desired benefits and salary; level of responsibility; your educational aspirations.

How I would like to spend my time

Play with children and help them if I need

Skills I would like to use

Take care of children, writting, well speaking.

Work environment

have good English skill, know Science, math and Social Studies

Salary and benefits

$35,000 a year

Responsibilities I will accept

To watch children, make sure every children was save.

My educational aspirations

Four year of college.

Interview

I interviewed one of the teacher. Her named is Mrs. Kamisakis. She work as a teacher in Queensivew Nursery School. She has been working as a teacher for fifteen years and likes it very much, especially like when the children feel good about themself. She also likes seeing the children get excited about new leaning experiences. When Mrs. Kamisakis was a child, she wanted to be a dances, but later, she decide wanted to be a teacher. Because she likes children and enjoys seeing them grow physically and intellectually.

She has to study very hard in college and she studied early children education as well as Language, Math, Social Sciences and more.

If She could start over, she would choose this career again, because she feel comfortable and confident that what she does is important. Sometime she doesn't feel like coming to work, but she knows that the children depend on her and what she does. And also sometime she feels like she chose the wrong career, because when she has an extra difficult day, but the feeling doesn't last long. Also her job is satisfying and she loves the people she works with.

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09

Essay

I want to be a teacher or nurse in my future. I have interview one of the teacher in Queensivew Nursery kindergarten. I found out many thing that I don't know before. In this interview I can find out many thing I can do and I hope to be able to do. I think she enjoy her job very much, and I can see she have a lot of experiment. To become a Kindergarten is no so easy. First the people needs a abilities to taking care of children, and able to working with children. I think I have abilities to taking care of children. Last cycle I have a internship in kindergarten, and I taking care of chiders, and I enjoy it very much.

To become a teacher also need a good English skill. I think I have a problem with this, but I will try my best to learn as more a English I need and to become a very good teacher.

I see myself is a person like to working with children, I will like to spend more time with them, and I also know that I like to learn a new things, and I learn very fast.

I have many dream, but the most important dream for me is to become a kindergarten teacher, and become a very good mother, I will love them very much, and spend as more time I have to be together with them. In One day, I hope my dream will come true.

Reaction

This is a project about my dream and my career. I like this project, and I enjoy it so much. In this book I would like to thank my friends and my teacher for helping me with this project. Specially is kimloan, Aloha, and Xu Ming. They give me some idea to do this project I also want to thank my teacher Mrs. Claire. She is great teacher I never met before, also she like to make fun in the class. I spend a lot the time to do and type this project, and I think I did put a lot effort in this project. This project make my know what is my dream and what is the career I like to be in my future. Also I interview one of the teacher and I find out it's very interest to become a kindergarten.

However I want to thank all my friends and teacher who are helping me to do this project. I hope you will enjoy this project. (THANK YOU)

BY:
Tina Pang

Checklists

Checklists are useful alternative assessment tools. Because they are teacher-made, they note skills students demonstrate in class or immediately after a lesson, or on assignments submitted for grading. In addition, checklists usually specify a variety of levels or degrees of skill. They are easy to use and can be completed quickly.

At Martin Luther King, Jr. Elementary School, regular classroom teachers use an observation checklist to assess the performance of ESL students who have been transitioned into mainstream classes. This checklist contains three categories: self-management skills, academic skills, and social skills. The checklist can be used by teachers at any grade level and includes three options to grade a student's performance: above average, average, and below average.

Checklist for Observation by Teacher
Martin Luther King, Jr. Elementary School
Urbana, Illinois

Self Management Skills

1. Awareness of classroom routines
2. Awareness of group activity and willingness/ability to participate
3. Directs attention properly
4. Takes direction from within the group (does not need to depend on individual instruction)
5. Takes responsibility for getting help from teacher when appropriate
6. Works independently and goes on to the next step without constant checking

Academic Skills

1. Reading
    a. Participates successfully

in reading group
- b. Reads content textbooks with comprehension adequate for average progress

2. Writing
   - a. Write connective discourse with adequate skill in "mechanics," according to grade
   - b. Understands simple parts of speech appropriate to grade level

3. Social Studies (as appropriate to grade level)
   - a. Map skills
   - b. Geography concepts (country, ocean, etc.)
   - c. Community concepts (neighborhood, workers, etc.)
   - d. Government, social organization

4. Science (as appropriate to grade level)
   - a. English measurement system
   - b. Metric measurement system
   - c. Domains of vocabulary and concepts for the grade level

5. Health: Basic body parts and organs

6. Mathematics
   - a. Four basic operations and related vocabulary
   - b. Symbols: < > +
   - c. Place value
   - d. Our system for laying out operations
   - e. Measurement of time, money, distance,

mass, volume

f. Graphing

g. Geometric shapes

h. Problem-solving strategies

NAME ____________________

GRADE____________________

CHECKLIST OF TRANSITIONED STUDENTS IN THE CLASSROOM

SELF-MANAGEMENT SKILLS

1. Aware of classroom routines
2. Aware of group activity and willing/able to participate
3. Directs attention appropriately
4. Takes direction within group
5. Asks teacher for help when appropriate
6. Works independently and without undue checking with teacher

ACADEMIC SKILLS

1. Participates successfully in reading group
2. Performs assigned activities, i.e., worksheets, centers, etc.

3. Completes homework assignments
   successfully

SOCIAL SKILLS

1. Relates easily with other students

2. Considers the feelings and needs of others

+ = Above Average
_ = Average
- = Below Average

At Tuba City Primary School in Tuba City, Arizona, teachers use observation checklists to monitor students' progress. The checklists appear on the student report cards sent home at the end of each quarter.

As ESL students at Washington Middle School in Yakima, Washington, complete the ESL course, teachers assess their English proficiencies with a checklist of a variety of skills. This checklist is designed for use with students in Grades 6 through 12 and comprises 48 skills, ranging from responding to simple commands to using a series of reference materials to writing paragraphs (see the following pages for the complete checklist).

Checklist for English Proficiency for

Grades 6-12

Washington Middle School, Yakima, Washington

Have you read to your class today?

English As A Second Language

Course Outcomes LEVEL 1

(grade 6-12)

(Shortened version of C.O.)

0101	Respond to an oral command.
0102	Illustrate comprehension of a short spoken passage.
0103	Respond in controlled situations using simple tense.
0104	Create four sentence story in response to a verbal/visual cue.
0105	Respond verbally to basic greetings.
0106	Respond with a complete sentence to simple questions.
0107	Describe common objects in home or school environment.
0108	Read and interpret familiar material (survival vocabulary).
0109	Use dictionary to supplement and expand vocabulary.
0110	Write a four sentence description.
0111	Write answers to questions in complete sentences.
0112	Write words, phrases, and sentences from dictation.
0113	Construct sentences with correct use of capitals, periods, question marks, and exclamation points.
0114	Demonstrate appropriate social behavior skills.

Y=Success N=Limited Success (Blank indicates C.O. not taught)

English As A Second Language
Course Outcomes LEVEL 2
(grade 6-12)

(Shortened version of C.O.)

0215 Respond to an oral commands with two or more directions.

0216 Indicate the meaning of familiar oral vocabulary in various contexts.

0217 Respond to voice inflections.

0218 Infer the main idea of an oral presentation containing unfamiliar vocabulary.

0219 Respond in controlled situations using appropriate tense.

0220 Employ oral language in social and public situations.

0221 Express own thoughts independent of structural questions or teacher cues.

0222 Use some common idioms in classroom conversations.

0223 Recite material using correct pronunciation, rhythm, and stress, e.g., nursery rhymes, poetry, jazz, and chants.

0224 Use reference materials.

0225 Use commas.

0226 Spell acquired vocabulary correctly in writing assignments.

0227 Write original thoughts in at least three sequential sentences.

0228 Write a paragraph of at least five sentences on a given topic.

0229 Describe basic cultural differences and similarities.

Y=Success N=Limited Success (Blank indicates C.O. not taught)

English As A Second Language
Course Outcomes LEVEL 2
(grade 6-12)

(Shortened version of C.O.)

0330 Comprehend dialects, accents, enunciation, and pronunciation.

0331 Identify the main idea in conversations.

0332 Use vocabulary needed to function in content area classes.

0333 Use appropriate verb tense, subject-verb agreement, syntax, and sentence form in conversations.

0334 Develop fluency by participating in group discussion, defending opinion, solving problems and evaluating.

0335 Interpret language connotations in social or public situations.

0336 Use the computer for information retrieval.

0337 Summarize a short passage.

0338 State the main idea of a story.

0339 Execute written instructions given in an assignment.

0340 Use contact to infer meaning of vocabulary in content areas.

0341 Read aloud for verbal fluency, to increase verbal speed, and to develop verbal intonation that shows emotion.

0342 Compose sentences with nouns, pronouns, verbs, adjectives, and adverbs in appropriate order.

0343 Construct more complex sentence patterns by combining two or more ideas.

0344 Complete forms and applications correctly and legibly.

0345 Use appropriate sentence punctuation.

0346 Develop a paragraph by writing a topic sentence and supporting it with at least 3 details.

0347 Compare differences and similarities among various cultures represented in the classroom.

0348 Recognize historical events and their effects on contemporary living.

Y=Success N=Limited Success (Blank indicates C.O. not taught)

Discussions and Journal Writing

In addition to portfolios, student projects, and checklists, discussions and journal writing assess students' progress and achievement. At The International HS, students enrolled in Project Adventure participate in cooperative warm-ups, non-traditional group games, trust activities, communication, decision making, problem solving, and activities requiring social and personal responsibility. The origin of this course was the Outward Bound program in Great Britain, which claims that bringing the wilderness and all its challenges into schools benefits students. The course at The International HS has three basic goals: to break down barriers between cultural groups, increase mutual support within a group, and increase students' self-esteem and confidence. After participating in an activity, students engage in an evaluation process involving discussion and journal writing. Students who complete this course learn more about each other and themselves, improve their communication skills, share ideas, and learn to overcome fears associated with asking questions, attempting difficult tasks, being laughed at and laughing at oneself and others, failure, and having fun (Krull, 1990.)

At the end of each class period, students deal with questions such as:

- How do I feel about what I did today?
- Am I moving toward achieving my term goals?
- Was I supportive of the group?
- How do I feel about what I am accomplishing?
- What doubts and fears do I have?
- What problems am I encountering?
- What can I do next?
- How can the group help me through these?"

(Krull, 1990, p. 27-28)

Traditional Assessments

Standardized Tests

Norm-referenced standardized tests primarily used for comparative purposes are the measures educators usually associate with large-scale assessment programs. These materials have several advantages as assessment tools. They embody a single set of performance expectations as well as prescribed procedures for administration, scoring, and interpretation. Tests in a variety of subject areas are readily available, they are easy for teachers to use, and the results are commonly recognized by administrators and teachers. For these reasons, educators continue to rely on them as indicators of programmatic effectiveness.

Several of the site schools visited use standardized tests to compare students' achievement. In some programs, the tests are given near the beginning of the school year and then again at the end; in others, they are given only at the end of the academic year. Some tests are used to measure students' academic achievement, and others, their English proficiency. Other tests are used to determine when students are ready to exit the ESL program (see Chapter Three: *Selecting In-Take, Placement, and Exit Procedures*). Table IX is a list of the standardized tests used in the schools visited.

Table IX: Standardized Tests Used in the 20 Schools

Standardized Test	School
California Achievement Test	White Elementary School
Illinois Goal Assessment Program	King Elementary School
Texas Assessment of Academic Skills	Kelly Elementary School
IOWA Test of Basic Skills IDEA Proficiency Test Arizona Student Assessment Program	Tuba City Primary School
California Test of Basic Skills Secondary Level English Placement Test Spanish Assessment of Basic Education	Washington Middle School
Secondary Level English Placement Test	16th Street Middle School
Minimum English Competencies Test	Montgomery Blair High School
Test of Academic Proficiency Language Assessment Scales	Northeast High School
Secondary Level English Placement Test	McNary High School
New York Regents' Competency Tests (available in 29 languages)	The International High School

For the most part, the decision to use standardized tests to evaluate students' progress in content or English proficiency is a locally- or state-mandated matter.

Conclusion

Educators are often dissatisfied with standardized tests as the only measures of student progress, whether they teach mainstream or language minority students. The advantages of these test scores—their availability, ease of administration and scoring, and comparability—far outweigh their limitations—short answers, timed conditions, and culturally biased questions. Alternative assessments such as portfolios, student projects, and checklists are often preferred because these tools enable students to apply their knowledge and skills more extensively and systematically.

Alternative assessments allow language minority students time to produce a product that more accurately reflects the progress they have made and the knowledge they have accumulated. They enable students to demonstrate their listening, speaking, reading, writing, and visual abilities. Consequently, progress can be assessed and instructional needs more readily identified and addressed.

Chapter Nine:
Providing for Professional Development

What is American culture? African Americans, Asian Americans, Mexican Americans, and Native Americans are all as American as apple pie, as are many other immigrant groups. As the United States becomes more pluralistic, American culture will increasingly encompass aspects from diverse immigrant cultures.

This diversity has led to classrooms offering a rich mix of languages, cultural habits, and social expectations. It has also led to a need for teachers who are trained to work effectively with language minority students. In addition to information about second language acquisition, teachers need effective instructional methods that are sensitive to students' cultural and linguistic differences.

State certification or endorsement requirements, in-service workshops or seminars, peer observation, and proposed Professional Standards for National Board Certification collectively define the preparation teachers need to instruct students who are culturally and linguistically different. In this chapter we describe current teacher certification requirements, the new standards that have been formulated by the National Board for Professional Teaching Standards, and the kinds of in-service training provided by programs we surveyed and visited.

Teacher Certification Requirements

Forty states, Puerto Rico, and the District of Columbia offer certification or endorsement in English as a second language and/or bilingual education. Of these, 12 offer provisional certification, that is, credentialling procedures for teachers in the process of completing requirements or who are placed in classrooms as a result of increased enrollments and have not had an opportunity to complete the requirements. Table X is a list of the states that offer teachers ESL/bilingual certification.

Table X: States That Offer Teachers ESL/Bilingual Certification

Alaska
Arizona
California
Colorado
Connecticut
Delaware
Florida

Georgia
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Rhode Island
Tennessee
Texas
Utah
Virginia
Washington
Wisconsin

ESL Certification

In most states, ESL certification is available to teachers who hold a valid teaching certificate for their subject areas or grade levels and complete additional college-level study. Some states recognize approved TESOL programs of study, and others specify the number of hours and course work that must be included to receive ESL certification. In general, this course work is drawn from five areas:

- **Linguistics**
    - Applied and contrastive linguistics
    - Sociolinguistics
    - Psycholinguistics
    - Advanced English grammar
    - English phonology

1. • **Second Language Acquisition**
2. Sociological and psychological factors in second language acquisition

3. • **Culture**
    - Culture and social issues
    - Culture and learning for ESL students
    - Intercultural communication
    - Multicultural education/ethnic studies
    - Culture and civilization
    - Language as an element of culture

- **ESL Teaching Methods**
    - ESL methodology and materials
    - Developmental literacy, reading readiness, and reading for language minority students
    - Curriculum development for the multicultural classroom
    - Supervised practicum

- **Assessment and Evaluation of Second Language Learners**
    - Linguistic assessment of LEP students
    - Academic assessment of LEP students

Bilingual Certification

As might be expected, the requirements for bilingual teachers are similar to those for ESL teachers. They, too, include courses in linguistics and culture, but with an emphasis on bilingualism and biculturalism and the need for proficiency in a non-English language. The following areas of course work make up the bilingual certification program.

- **Linguistics**
    - General linguistics
    - Second language acquisition

- **Culture**

  Principles of cross-cultural communities

  History and cultural patterns of the U.S. and the language of study

  The culture of the bilingual target group

  History and philosophy of bilingualism and bilingual-multicultural education

- **Bilingual Teaching Methods**

  Methods of instruction in bilingual and bicultural education

  Development of bilingual/bicultural curriculum

  Materials development

- **Bilingual Assessment**

  Bilingual assessment instruments for language minority students

  Second language testing

- **Language Proficiency**

  Proficiency in English, if a native speaker of a language other than English

  Intensive second language training to obtain a sufficient score on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale or other tests of language proficiency, if a native speaker of English

  6 hours of college study of a second language or evidence of having resided abroad for at least one year

National Board for Professional Teaching Standards

Formed in 1987, the National Board for Professional Teaching Standards aims to develop a system of advanced, voluntary certification for elementary and secondary teachers. The purpose is to recognize those teachers who meet advanced professional standards of knowledge and practice and desire professional and public acknowledgement of these skills. Applicants are expected to demonstrate their skills through such performance-based assessments as on-site observations, simulations, interviews, and essays. By 1991, there were five standards committees:

- Early Adolescence/English Language Arts
- Early Adolescence/Generalist
- Adolescence and Young Adulthood/Mathematics
- Early Adolescence through Young Adulthood/Art
- Middle Childhood/Generalist.

In 1994, the English as a New Language Standards Committee was named and began work on identifying and defining the standards by which teachers who work with language minority students might evaluate themselves and their teaching. Initial discussions included the following areas and criteria for excellence:

- **Knowledge of Students**

Accomplished teachers are aware of their students' cognitive, social, and emotional development and plan instruction accordingly. They recognize and value students' linguistic and ethnic diversity, seeing it as a strength rather than a liability. They are cognizant of students' socioeconomic levels and their corresponding benefits and limitations. Above all, they capitalize on students' natural curiosity and desire to learn.

- **Culture**

Exemplary teachers have developed a clear sense of self and personal cultural awareness. They seek to expand their knowledge of their students' cultures through a variety of resources including the students themselves and their community as a means to know about the historical, social, and political contexts of their lives.

- **Subject Matter**

Whether the teacher is a generalist or a subject matter specialist, the constant goal is to create engaging activities for students that will enable them to participate actively in learning the knowledge, skills, attitudes, and values they will need to be successful individuals.

- **Advancing Student Learning**

Highly accomplished teachers value students' current levels of knowledge and thinking abilities while seeking to extend them while developing their language proficiency. They seek to develop students who have personal responsibility for their learning and can operate independently. They guide students to make connections between what they know from their personal experiences and the influences of their cultures and ways of life.

- **Instructional Resources**

Teachers are creative and resourceful as they select materials that promote students' language development, literacy skills, and increase their knowledge of content. They incorporate texts, media, and experiences, and integrate them with examples from students' cultures to enrich the curriculum.

- **Learning Environment**

These teachers' classrooms are managed artfully and are environments in which students are valued, respected, and accepted as persons who are unique. Here, students feel free to take risks in learning, make mistakes, and engage in discovery.

- **Assessment**

Assessment is considered an on-going process, emerging from the results of multiple opportunities for students to reveal their skills and knowledge. Students engage in self-assessment in addition to the formal and informal evaluations conducted by the teacher.

- **Reflective Practice**

Exemplary teachers continue to perfect the art of teaching through self-examination and reflection. They recognize their strengths and weaknesses. They also value comments made by others, including their students.

- **Linkages with Families**

These teachers foster opportunities to build a rapport with parents to help them understand American schooling and take an active role in their child's education. They share information about students' accomplishments, successes, and needs, and they value the role of parents as educators.

- **Professional Leadership**

Exemplary teachers collaborate with their colleagues by engaging in coaching or mentoring others, participating in program evaluation or staff development programs, or sharing information through publications in an effort to renew the profession. They are constant advocates for students and what is best for them. They seek to enhance respect for students, in terms of themselves and in the eyes of the community.

These emerging standards will serve as a measure of teaching effectiveness against which teachers may evaluate their professional excellence.

In-service Training

Survey Findings

Many schools offer various types of support to their content-ESL teachers. Nearly three fourths of the administrators we surveyed give teachers release time to attend conferences and workshops or to participate in curriculum and materials development. Over half provide staff development for the content-ESL staff, with most of it coming in the form of state or regional workshops and district or school-level in-service sessions. In almost half these programs, consultant services are provided, and, in slightly less than half, teachers are encouraged to attend university courses.

Site School Findings

School-based administrators at the schools we visited were interviewed about their plans for staff development. Most plan to provide more opportunities for contact between their ESL and content teaching staffs. Many plan to increase in-service offerings, and a few plan to provide teachers with more opportunities to collaborate with teachers in other districts to implement peer coaching and the development of integrated thematic units.

For most teachers, staff development had involved, in descending order of frequency, district-level workshops, conference attendance, college courses, and multifunctional resource center (MRC) workshops. Their participation in staff development programs involved a range of activities including collaboration and cooperation with local universities, district-provided training, and school-site development sessions.

The following topics were covered in staff development sessions, in descending order of frequency:

cooperative learning

multicultural/cross-cultural education

instructional techniques

learning styles

second language acquisition

integrated language and content

assessment techniques.

The topics of sensitivity training and peer-evaluation and coaching were addressed in only a few staff development programs.

University Collaboration and Cooperation

For a number of years, teachers at Martin Luther King, Jr. Elementary School in Urbana, Illinois, have collaborated with professors from the University of Illinois on several projects. These projects have included research on second language acquisition, ESL methods, and student teachers' cross-cultural communication (Kleifgen, 1988; Saville-Troike, 1984). In addition, they teach student teachers about responding to and making instructional decisions about multicultural students while helping them complete their required 100 hours of classroom observation.

During the 1992-93 academic year, teachers at White Elementary School in Detroit, Michigan, began a collaborative association with six local universities: Eastern Michigan University; Marygrove University; Oakland University; University of Detroit, Mercy; University of Michigan, Dearborn; and Wayne State University. This collaboration was initiated by the Michigan Partnership for New Education (MPNE) and funded by the Kellogg Foundation to foster systemic educational reform. Since that time, some of the staff members at White have received one-on-one support from a faculty specialist on children with special needs, visited exemplary school sites, participated in joint presentations and research, and assisted university students who work in their classrooms. Participation in this collaborative program requires the universities and the teachers to make a multi-year commitment.

District-provided Staff Development

The Albuquerque School District in Albuquerque, New Mexico plans staff development activities for its bilingual/multicultural staff each year. These sessions take the form of workshops, institutes, cluster groups, and conference attendance. Staff development sessions are held prior to and throughout the school year. Sessions are scheduled for weekdays and Saturdays.

School-based Staff Development

In-service Sessions

In addition to weekly planning sessions, the staff at The International High School at LaGuardia Community College in Long Island City, New York, participate in monthly in-service sessions. For the 1993-94 school year, the following staff development offerings were presented.

September	ESL Strategies for New Teachers and Staff Presented by the ESL Department
October	Strategies on Scary Shakespeare for the ESL and Special Education Departments
November	Sheltered Content Areas - Strategies for the Classroom
January	Sharing of Resources of Speakers/Multicultural Events
February	The Vietnamese and Hispanic Students: Comparisons and Impact in the Classroom
March	Native American Literature and Culture

Continuing Staff Development Sessions

At Benjamin Franklin Middle School in San Francisco, California, a majority of the teachers have also participated in a four-year staff development program on cooperative learning. The staff meets weekly to evaluate the schools' programs. During the 1993-94 academic year, the following topics were covered in staff meetings:

October	Reflections on Portfolios
November	Planning for Variations in Time Structures Development of Appropriate Performance Tasks Aligning Assessment with Curriculum
February	Attendance at National Council of Teachers of Mathematics Conference or the Harvard Institute on Assessment
March	Community and Parent Involvement in Instructional Programs
April	A Core Curriculum for All Students: Revising the Curriculum Matrix
May	Planning for Portfolio Entries and Eighth Grade Exhibition

Teacher Support Groups

During the 1993-94 academic year at Yung Wing Elementary School PS 124 in New York, New York, teachers established a bilingual support group which meets monthly to discuss topics relevant to the school's bilingual program. Topics are selected by the teachers and have included instructional methods and materials and the whole language approach.

> *I prefer on-site staff development because the topics relate to a known population. As a teacher from a different cultural background and a different educational philosophy, I've learned much through the staff development that takes place within our school. Teachers feel free to participate in school-based staff development workshops where participants are friends and colleagues. Even if a presenter feels the workshop is unsuccessful, I'm always learning.*
>
> **Lily Shen**
> **First grade bilingual teacher**
> **PS # 124**

Conclusion

In the last several years, the number of states with policies for ESL teacher certification has increased from 9 in 1982 to 40 in 1994. This increase is one response to the growing number of language minority students in public schools. It is also a response to the increasing demand for higher educational standards. The course work required for certification in these states is closely related to staff development activities and the objective standards of exemplary teaching being developed by the National Board for Professional Teaching Standards.

Chapter Ten:
Involving Parents and the Community

Today's educators face the challenge of equipping an increasingly diverse student population with the skills needed to face the 21st century. Students will need communication and problem-solving skills to interact effectively with others in the workplace and to meet the concomitant social demands of an interdependent world. The challenge is not just educators' alone--students' families and their communities must share this responsibility.

Everyone benefits when families are involved in their children's education. Not only do student attendance and behavior improve, but student attitudes toward school and learning get better. Parents benefit because they feel more confident when they know how to help their children succeed in school. Ultimately, communities benefit when newly educated members of the workforce, the schools' graduates, bring their acquired skills to work with them.

Schools typically involve parents through conferences, school newsletters and other communications, parent-teacher association meetings, and celebrations, as well as through fund-raising efforts. In addition, many schools ask parents to volunteer to help in classrooms and offices. Violand-Sánchez (1991) points out that such outreach may often entail holding conferences before and after school to accommodate parents' work schedules and providing child care during meetings. Schools may also offer parenting sessions, occupational training, adult education courses, and home-school liaison personnel who speak the language of the family.

Beyond the family, community involvement with education extends to arrangements between private enterprise and schools, teachers, and families. Many members of the community monitor local school board decisions as well as those instituted by state educational agencies. They volunteer in the schools, support special events, plan for guest speakers and field trips, arrange for internships and career day activities, and secure funds for resources for equipment and technology.

This chapter describes how schools, families, and communities are cooperating to make the most of educational opportunities by referring to the survey findings and drawing examples from the site schools.

Survey Findings

Sending letters home and holding parent-teacher meetings about the content-ESL program are the means most teachers use to communicate with parents. More than half of the teachers we surveyed also contact parents by telephone, and slightly fewer than half interact with parents through orientation meetings and communicate with them via print materials other than letters.

Examples from the Site Schools

Teachers at the schools we visited sustain home-school relationships, in descending order of preference, via letters to parents (in their native languages), parents' night events, coordination with other agencies, courses for parents, home-school liaison personnel, parent-teacher meetings, and social workers. In some communities, outreach is amplified with school-community partnerships involving parent volunteers and/or local businesses and institutions of higher education.

Sustaining Good Home-School Relationships

Letters to Parents

Whether at the elementary, middle, or high school level, schools rely on letters or announcements in the parents' native languages to inform them of program-related or school-wide events. At Lincoln Elementary School in Wausau, Wisconsin, this means letters in Hmong and Lao; at Washington Middle School in Yakima, Washington, such letters are in Spanish; and at The International High School at LaGuardia Community College in Long Island City, New York, they are written in many languages.

Parents' Nights

Parents' night events take several forms: student activities evenings, cultural celebrations, and orientation sessions. For example, Loneman School in Oglala, South Dakota held dinners for students and their families and presented "The Night of a Thousand Stars," a Lakota storytelling festival intended to perpetuate a Lakota tradition. At The International HS, some parents' events were scheduled during daytime hours so parents who work at night could attend.

At Tuba City Primary School in Tuba City, Arizona, parent orientation sessions are conducted separately for each grade level. These sessions provide a forum for teachers and administrators to explain the curriculum to the parents.

Coordination with Agencies

At 16th Street Middle School in St. Petersburg, Florida, teachers and the Pinellas County School District work together to provide their at-risk students and their families with professional services, medical and dental referrals, cultural enrichment opportunities, and tutoring.

The staff at Washington Middle School in Yakima, Washington, involves Hispanic parents in school and community issues via the Hispanic Association of Yakima Barrios and the school's Parent Advisory Committee. In addition, the organization holds a forum where parents can talk with parents of potential students to orient them to the positive aspects of the school.

Courses for Parents

Parents of students attending Gabe P. Allen Elementary School in Dallas, Texas, attend a number of courses in ESL, General Education Development (GED), computers, and Spanish literacy. In addition, there are special parenting classes offered through the bilingual department for single parents. Similarly, parents at Hazeltine Avenue Elementary School in Van Nuys, California, take courses in ESL, sewing, pediatric nutrition, art, and pre-natal care. It is not unusual for as many as 300 to 350 parents to participate in these courses.

Hazeltine Avenue Elementary School Parent Resource Center

Van Nuys, California, July 1993

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
ESL classes will resume in August Please call to register			1	2	3
5	6 Kindergarten Parent Orientation 9:30 am	7 YMCA orientation What resources are available for our families? 8:30 am	8	9 Basic Sewing Classes 10 am - 12 pm	10
12 Basic Sewing Classes 10am - 12pm	13 Local YMCA tour 8:15am at Parent Center	14	15	16 Basic Sewing Classes 10am - 12pm	17
19 Basic Sewing Classes 10am - 12pm	20 Art Classes Ceramic flowers arrangement Mrs. Mancia 9am	21 Steering Committee 8am Art Classes Mrs. Mancia 9am	22 Nutrition and Child Well-being Presentation 8:30am	23 Basic Sewing Classes 10am - 12pm	24
26 Basic Sewing Classes 10am - 12pm	27	28	29	30 Basic Sewing Classes 10am - 12pm	31

Home-School Liaison Personnel

Almost all of the site schools employ home-school liaison personnel to assist with communication with and services for parents. The responsibilities of the liaison typically include translating school and non-school forms, interpreting, providing information about social services or other family needs, and making appointments. At Woodrow Wilson Middle School in Dorchester, Massachusetts, the home-school liaison performs all these services, holds monthly parent workshops on current topics such as substance abuse, and gives presentations at local Haitian churches.

At Lincoln Elementary School in Wausau, Wisconsin, the home-school liaison is hired by the local Wausau Area Hmong Mutual Association. This person works closely with the Hmong community and schools, educating parents about the American education system and suggesting ways they might become involved. As a result of the liaison's efforts and parents' interest, a six-week family math program offers parents activities they can do at home with their children to help them learn math.

At 16th Street MS, the home-school liaison's responsibilities extend to such tasks as arranging field trips, sponsoring clubs for language minority students, and locating appropriate materials for them.

Pinellas County Schools
District Plan for Limited English Proficient Students
Pinellas County, Florida

Home/Liaison Personnel must:

1. Act as a liaison for the school, community, and parents.
2. Counsel students with personal problems.
3. Fill out forms including applications for food stamps, driver's licenses and checking accounts.
4. Advise students in their interactions with the police.
5. Arrange for dental and medical examinations.
6. Locate suitable clothing and furniture.
7. Arrange for translators and interpreters.

8. Confer with guidance counselors to plan students' programs and to hand-schedule their classes.

9. Help students apply for tests, college admission, and scholarships.

10. Arrange field trips.

11. Sponsor clubs and encourage ESOL students to join.

12. Encourage language minority parents to joint Parent-Teacher Associations.

13. Sponsor and arrange for cultural events in the school.

14. Provide classroom teachers with supplemental seatwork and appropriate assignments for ESOL students.

15. Schedule volunteer tutors and plan their tutoring activities.

16. Explain various school and community activities to students, such as pep rallies, assemblies, dances, parades, and encourage them to participate.

17. Arrange for special testing such as psychological, speech, hearing, and learning disability.

18. Discuss personal hygiene with students, when needed.

19. Explain assignments given to ESOL students by classroom teachers.

20. Counsel students about finding and keeping jobs.

21. Help parents and guardians enroll in adult ESOL classes.

22. Work with the school librarian to obtain appropriate materials for ESOL students.

23. Function as resource and liaison with school staff.

School-Community Partnerships

Creative Efforts

Many administrators, teachers, and parents do not stick to conventional channels. Sometimes they identify and implement new ways of developing and sustaining relationships with parents. For example, at Lincoln ES, parents are kept abreast of school affairs through a three-pronged telephone system. The system offers three phone numbers, one each for information in English, Hmong, and Lao. Each of these numbers has two lines, one for daily events and one for weekly announcements and other information. To augment this system, teachers frequently make follow-up telephone calls to make sure parents understand the messages; announcements are also broadcast over the Hmong association radio station.

Like students in other schools, many at McNary High School in Keizer, Oregon, spend long hours riding buses to get to school. Thus, the size of the area complicates parental involvement. To meet this challenge, the school holds regular meetings (with interpreters) for parents and the local School Advisory Committee, a coalition of several parents groups, and sends out announcements and reminders about these meetings through bilingual letters.

Parent Volunteers

When the topic of parent volunteers in schools comes up, the assumption is often that most are parents of elementary students. While parents do volunteer to help in elementary school classrooms, as they do at Martin Luther King, Jr. Elementary School in Urbana, Illinois, this is not the only level at which they volunteer. Parent volunteers are also visible at Pittsburg High School in Pittsburg, California, where they monitor hallways and chat with students as classes change. Their presence is a stabilizing influence and is much appreciated.

> "I see smiles come to the faces of students when I walk the hallways wearing the orange badge with white lettering identifying me as a 'Parent Volunteer.' I see a sense of relief from teachers when I enter a classroom to observe their class."
>
> Parent Volunteer, Pittsburg High School
>
> *San Francisco Chronicle*,
> Friday, Sept. 3, 1993, p. A21

Involvement by Local Businesses and Institutions of Higher Education

Students at 16th Street MS and throughout the Pinellas County (Florida) School District participate in the Doorways Program, a program offered in collaboration with the Honeywell Corporation. In addition to providing needed services, the program offers students and their families free tickets to concerts, plays, special events, museums, and recreational facilities. Another branch of the Doorways program gives scholarships to Florida state community colleges, technical schools, and universities.

Pinellas County Education Foundation
Doorways Program
Pinellas County, Florida

Unlike the usual financial aid package which asks only for a verification of financial need, students and parents who enter into the Pinellas County Education Doorways program must sign a contract and agree to uphold certain responsibilities.

Students must adhere to a number of contractual points. They include the following:

- attend classes
- complete homework assignments
- study and prepare for tests and examinations
- not allow their grade point average to fall below 75% in any subject area
- exhibit positive behavior in and out of school
- remain drug free and crime free
- not be found guilty of or adjudicated for any felony or first degree misdemeanor
- participate in all Doorways activities.

A Student who does not maintain her standing, or who violates any of the contract's stipulations risks losing the Doorways grant.

Parents or Guardians also have responsibilities as outlined in the agreement:

- support and encourage the student to develop a positive relationship with the teachers, the volunteer mentors, and Doorways
- attend one Parent Orientation meeting per year
- monitor any scholastic or behavioral achievements or problems the student may encounter.

In return, Doorways provides the student with financial aid for two years of community college plus two years at a Florida state university or technical education center. Doorways also assigns the student with a volunteer mentor, who has her own contractual responsibilities, as mentioned below.

A volunteer mentor, selected by Doorways, is expected to strive to positively mentor and assist the educational development of the student and encourage the student and family to realize the very highest educational potential possible. The mentor must spend several hours per month with the student.

The Doorways Expanded Horizons Program

Doorways Expanded Horizons allows Doorways scholarship recipients to benefit from the community's cultural and ,enhanced learning opportunities. Financially disadvantaged children and their families seldom have the ability to engage in cultural and recreational activities. Through this program, our Doorways students and their families will be able to attend concerts, plays, special events, and enjoy museums and recreational facilities--thus broadening their cultural horizons and enriching their lives.

The Doorways Expanded Horizons program is sponsored by Honeywell, Inc. Agreements have been negotiated with cultural and performing arts groups and organizations to provide free access to the children and, in most cases, their parents and/or mentors to selected activities. Attendance at these events will include the mentors, program staff and community agency representatives to further strengthen the bonds with the children and their families. In addition to these activities, coupons, tickets, tokens, etc. will be given to Doorways students on an ongoing basis.

Plans call for Washington HS to become a magnet school in the 1994-1995 school year. As a magnet school, it will specialize in computer technology and science. In support of this aim, a partnership has been formed with the Bottelli Corporation, a local nuclear power and waste disposal plant, and the Department of Energy. They will provide money for science, technology, and math classes. Under this plan, scientists will bring equipment to the school for experiments in which teachers will participate (e.g., a study of salmon spawning); the teachers will then replicate them with students. There is also a plan to tie this program into the local Math, Engineering, Science, and Achievement (MESA) Program for students from minority groups that are under-represented in technical careers.

Like most schools in Dallas, Gabe P. Allen Elementary School is a participant in the Adopters Program through which local businesses donate supplies and volunteers to work with students. At this school, children are taken to the theater as often as is feasible, and local theater groups are invited to perform at the school. The school does not have a sports or music program, so this program helps fill the gap. In the past, the Junior Players' Guild funded a drama club for the students, and many children joined local dance groups.

In Pittsburg, California, local businesses and universities like the TOSCO Refinery, Bank of America, NOVA University, and the University of California at Berkeley send their employees as motivational speakers to local schools. These speakers visit classes when invited and relate their experiences to help students understand the consequences of the decisions they make. For example, shortly before our visit to Pittsburg HS, a speaker from TOSCO Refinery spoke with ESL classes about his dream and his plans for achieving it. In this case, the speaker had been caught up in a life of money, drugs, and violence and only achieved a positive self-image after serving a jail term and pulling himself together.

Conclusion

Because of the novelty of the U.S. school system, American culture, and English, parents of language minority students want to be kept informed about their children's progress. Newsletters in their native languages help them learn about the school's offerings and expectations and their attendant responsibilities. These materials also inform them about health services and events such as courses in parenting or occupational skills. Parent-teacher meetings, parents' night events, and orientations also contribute to parents' knowledge about schooling and offer them opportunities for involvement. Innovative programs such as taped telephone messages and radio announcements update them and the community on school events. Collaboration among schools, local businesses, and institutions of higher education to provide health services, cultural enrichment programs, or educational opportunities benefits the community by encouraging students to become successful, contributing members of society.

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